Appendices

Appendices – Institutional Self-Study Report

Executive Summary Appendix

Executive Summary Appendix
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Delhi 2012 Self Study Chapters

	Chapter 1 Mission, Planning, and Creating a Vision for the Future	Chapter 2 Education at Delhi: Developing Clear Thinkers and Productive Citizens	Chapter 3 Seeking and Keeping Well-Rounded Students	Chapter 4 The People Who Build a Responsible Campus Community	Chapter 5 Institutional Resources: The Facilities and Budget that Keep the Campus Running	Chapter 6 Strategic Growth: Online and Off-Campus Education
Standard 1: Mission & Goals	X					
Standard 2: Planning, Resource Allocation, and Institutional Renewal	X				X	
Standard 3: Institutional Resources					X	
Standard 4: Leadership and Governance				X		
Standard 5: Administration				X		
Standard 6: Integrity				X		
Standard 7: Institutional Assessment	X					
Standard 8: Student Admissions and Retention			X			
Standard 9: Student Support Services			X			X
Standard 10: Faculty				X		
Standard 11: Educational Offerings		X				
Standard 12: General Education		X				
Standard 13: Related Educational Activities		X				X
Standard 14: Assessment of Student Learning		X				

SUNY Delhi Middle States Institutional Self-Study List of Acronyms

AA—Associate in Arts degree
AAS—Associate in Applied Science degree
ACCE—American Council for Construction Education
ACEP—Accelerated College Entrance Program
ADN—Associate Degree in Nursing
AOS—Associate in Occupational Studies degree
AS—Associate in Science degree
ASE—National Institute for Automotive Service Excellence
ASSET—Assessment of Skills for Successful Entry and Transfer
BAP—The State University of New York Budget Allocation Process
BAS—Building Conditions Assessment Service
BBA—Bachelor of Business Administration degree
BOCES—Boards of Cooperative Educational Services
BPC—SUNY Delhi Budget and Planning Committee
BSN—Bachelor of Science in Nursing
BT—Bachelor of Technology degree
BTU—British Thermal Units
CADD—Computer Aided Drafted and Design
CADI—College Association at Delhi, Incorporated (Auxiliary Service)
CAPP—Curriculum, Advising, and Program Planning degree evaluation tool
CEANY—Continuing Education Association of New York
CFO—Chief Financial Officer
CIS—SUNY Delhi Computer Information Systems
CSEA—Civil Service Employees Association
CWC—Catskill Watershed Corporation
DC-4—Delhi Campus Child Care Center
DEC—New York State Department of Environmental Conservation
DIFR—Dormitory Income Fund Reimbursable
DOE—SUNY Delhi Online Education
DOT—New York State Department of Transportation
DSS—Department of Social Services
EAP—Employee Assistance Program
ELL—English Language Learners
EOP—The State University of New York's Educational Opportunity Program
ESL—English as a Second Language
FERPA—Family Educational Rights and Privacy Act of 1974
FTE—Full-Time Equivalent
GEAR—State University of New York General Education Assessment Review Group
GE—General Education
GLBTQ—Gay, Lesbian, Bisexual, Transgender, and Questioning
GO—SUNY Delhi Grants Office
GPA—Grade Point Average
H/SS—Humanities and Social Sciences
HIPPA—Health Insurance Portability and Accountability Act of 1996
HPAC—SUNY Delhi Honors Program Advisory Committee
IFR—Income Fund Reimbursable
IREC—Interstate Renewable Energy Council
LAS—Liberal Arts and Sciences
LEED—Leadership in Energy and Environmental Design
LMS—Learning Management System

LPN—Licensed Practical Nurse
MCC—Monroe Community College
NAEYC—National Association for the Education of Young Children
NATEF—National Automotive Technicians Educational Foundation
NCLEX—National Council Licensure Examination
NCLEX—National Council of State Boards of Nursing
NJCAA—National Junior College Athletic Association
NLNAC—National League for Nursing Accrediting Commission
NYSERDA—New York State Energy Research and Development Authority
NYS—New York State
OCC—Onondaga Community College
OET—Office of Employment and Training
ONC/BOCES—Otsego Northern Catskill Boards of Cooperative Educational Services
OTN—Onsite Waste Water Treatment Network
OTPS—Other Than Personal Service (Refers to non-payroll related operating expenses)
OVID—Online Nursing Journal Database
PEF—Public Employees Federation
PV—Photovoltaic
REWIND—Rethinking Experiences With Substances Including New Decision-Making (Alcohol and drug education course that is primarily judicially mandated)
RISE—Resident Students in Search of Excellence (A pilot retention initiative in Residence Life)
RN—Registered Nurse
SAI—State University of New York Assessment Initiative
SCBA—Strengthened Campus-Based Assessment
SCCC—Schenectady County Community College
SIS—Student Information System
SOS—Student Opinion Survey
SPACE—Sustainability, Physical Wellness, Academic Success, Cultural Awareness, and Entertainment/Recreation
SUCF—State University Construction Fund
SUNY-GER—The State University of New York General Education required courses
SUNY—State University of New York
SUTRA—State University Tuition Reimbursable Account
TAP—New York State Tuition Assistance Program
TC3—Tompkins Cortland Community College
TC—SUNY Delhi's Tutoring Center
UCS—Uniform Course Syllabus
UUP—United University Professions
VH—Vancko Hall. SUNY Delhi's Virtual Online Classroom
WC—SUNY Delhi's Writing Center
WIB—Workforce Investment Board

Chapter 1 Appendix

SUNY Delhi Mission Statement, 2001-2011

Mission Statement

The mission of the State University of New York College of Technology at Delhi is to provide its students with academic opportunities and campus programs that yield clear thinkers and productive citizens who are prepared for service, leadership, and successful careers.

Institutional Goals

SUNY Delhi is a charter member of both the State University of New York and the University Colleges of Technology. As a residential college, Delhi seeks to create an environment in which living and learning flourish together. Bestowing certificates as well as associate and baccalaureate degrees, Delhi combines historic strengths in modern technology with dynamic curricula in the arts, sciences, and selected professions. To this end Delhi's faculty and staff strive to:

- provide high-quality education in professional, technological, and liberal arts programs that provide students the opportunity to enter the workforce or continue their education;
- emphasize hands-on, experiential, and applied teaching and learning in small classes;
- create a student-centered campus community in which all individuals are valued and encouraged to excel;
- inspire a lifelong passion for learning so that students may understand themselves and their changing world;
- provide opportunities--in classrooms, residence halls, and campus activities--for students to realize their potential in personal, professional, and intellectual life;
- define rigorous academic and professional standards of learning and ascertain the extent to which programs and students meet or exceed these standards.

Organizational Values

The faculty and staff of SUNY Delhi believe that the student is the most important person on campus. As a college with over sixty-five 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 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.

SUNY Delhi's Second Century Plan 2010-2015:
A Great Place to Learn, Work, and Live

SUNY Delhi's smart growth plan is built on the college's success in establishing a unique niche in the rapidly changing environment of higher education. Delhi focuses resources on delivering a select range of high quality academic programs from the certificate through the master's degree level. These programs serve the students' educational goals and New York State's workforce needs in both the classroom setting and through delivery systems that overcome barriers of space and time. Smart growth envisions sustained enrollment growth based upon Delhi's historic success in offering academic excellence, student access and exceptional educational value. Smart growth assures maximum use of campus and SUNY-wide resources by optimizing multiple opportunities to deliver premier programs. Growth consistent with this plan will generate and attract resources capable of meeting the college's overarching goals for student success.

Aspirational Goals 2010-2015 -- SUNY Delhi will be a leader in:

Engaging Students for Success by:
- retaining and strengthening its status as a college where the student is the most important person;
- offering unparalleled educational access to a socially, culturally, and economically diverse student population;
- delivering academic programs that fully prepare students for transfer and career success;
- 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;
- offering students expanding options for civic engagement and public service, both on and off campus;
- promoting myriad opportunities within classrooms, residence halls, and through campus activities for students to realize their personal, professional, and intellectual potential;
- achieving student graduation and retention rates that will exceed the SUNY average for comparable colleges;
- ensuring that employers of choice will recruit and hire Delhi graduates for their technical expertise, communication skills and ability to adapt to changing workforce needs;

Achieving Academic Excellence by:
- supporting a culture of assessment designed for the continuous improvement of both teaching and learning;
- continuously advancing the quality of instruction by attracting and retaining outstanding faculty and academic staff who effectively impart and apply an expanding range of knowledge and skills;
- developing new and unique degree options based upon current program strengths that meet the needs of New York's economy;
- recognizing the teaching, advisement, and scholarly accomplishments of the faculty and staff and promoting their continued development;
- meeting or exceeding the standards of external accrediting agencies, both campus-wide and in selected programs;
- increasing the presence of international students on the Delhi campus and expanding opportunities for Delhi students to study and travel abroad;
- identifying and implementing opportunities to build a global perspective into the curriculum, in order to promote an appreciation for the dignity of all people and develop skills to work in a diverse and rapidly changing world.

Sustaining Educational Innovation by:
- delivering programs that overcome geographic barriers and provide students maximum flexibility in pursuing their degrees, through technology and inter-campus collaboration;
- encouraging students to assume a greater role in their academic success by creating an attractive, convenient library and learning center;
- offering a select group of state-of-the-art online programs for working professionals;
- capitalizing on programs of unique strength by delivering a seamless progression of degrees from the certificate through the baccalaureate and graduate level.

Building Strategic Partnerships by:
- assisting with local and state economic development efforts by forging stronger extensive ties with the private and non-profit sectors;
- providing responsive, customized training that meets the needs of local employers;
- encouraging the development and expansion of service learning opportunities;
- seeking effective ways to engage and inform alumni in order to better fulfill SUNY Delhi's mission.

Promoting Environmental Stewardship by:
- enhancing the physical beauty of the campus and neighboring properties;
- promoting the Catskill Watershed as a resource that can help spur sustainable economic growth;
- improving the college's role in preserving and protecting the Catskill ecosystem;
- expanding campus and community energy conservation efforts;
- reducing the campus carbon footprint by applying alternative energy options wherever practical;

- sustaining an ambitious program of waste reduction and recycling that serves as a model in higher education;
- identifying academic programs that can be strengthened by drawing on Delhi's unique location.

Accomplishing Service Excellence and Operational Efficiencies by:

- improving the quality, convenience, and delivery of academic, administrative and support services through a focus on student needs and the use of technology;
- ensuring Delhi's stature as a student-centered college in which all individuals are respected, valued and encouraged to excel;
- implementing the digital delivery of service in admissions, financial aid, recruitment, advising, career services and registration;
- enhancing campus facilities, resources and technology to better meet the needs of students, faculty and staff.

Revised 10/19/2010

Delhi
STATE UNIVERSITY of NEW YORK

SUNY-SUNY Delhi
Strategic Plan Crosswalk
October 19, 2010

I.   SUNY and the Entrepreneurial Century
- ensuring that employers of choice will recruit and hire Delhi graduates for their technical expertise, communication skills and ability to adapt to changing workforce needs;
- developing new and unique degree options based upon current program strengths that meet the needs of New York's economy;
- assisting with local and state economic development efforts by forging stronger extensive ties with the private and non-profit sectors;
- providing responsive, customized training that meets the needs of local employers;
- continuing to expand student employment opportunities on campus to help students develop skills to be ready for employment upon graduation;
- providing top quality campus facilities student learning, living and co-curricular activities which also serve as a resource for outside organizations;
- offering unparalleled educational access to a socially, culturally, and economically diverse student population.

II.   SUNY and the Seamless Education Pipeline
- delivering academic programs that fully prepare students for transfer and career success;
- achieving student graduation and retention rates that will exceed the SUNY average for comparable colleges;
- delivering programs that overcome geographic barriers and provide students maximum flexibility in pursuing their degrees, through technology and inter-campus collaboration;
- offering a select group of state-of-the-art online programs for working professionals;
- capitalizing on programs of unique strength by delivering a seamless progression of degrees from the certificate through the baccalaureate and graduate level;
- improving the quality, convenience, and delivery of academic, administrative and support services through a focus on student needs and the use of technology;
- adapting and maintaining facilities to serve campus needs.

III.   SUNY and a Healthier New York
- retaining and strengthening its status as a college where the student is the most important person;
- striving to reduce the use of tobacco products by students, faculty, and staff, and the negative impact on health and the environment through educational programming, counseling and health interventions, the expansion of smoke-free zones, and the identification of smoking areas;
- seeking ways to make the campus more fitness friendly for all members of the campus and local community through the additions of sidewalks, and by making safety related improvements in pedestrian walking, running, and biking areas.

- providing and maintaining the college pool, golf course, cross country ski trails, and SUNY Delhi Outdoor Education Center to promote health and provide facilities for all members of the campus and local community for swimming, golf, cross country skiing, walking, quiet sitting areas, hiking, fishing, snowshoeing, and skiing;
- implementing the new VISTA grant project with community partners entitled: "Farm to Table: Strengthening Rural Economies and Communities Through Locally Grown Foods";
- sponsoring a campus wide "Food For Thought" interdisciplinary programming theme which will examine food from a variety of perspectives including sustainability, health, nutrition, economics, art, and literature;
- educating future physical education, sports and recreation, and nursing students who will reside and work in New York State and will seek to educate a healthier New York through their chosen careers;
- providing a full array of health and wellness options for students and members of the campus community including a state of the art Fitness Center, a large selection of intramural and recreation programs, and a creative health education outreach program;
- working to ensure that the campus is free from discrimination, harassment and violence;
- ensuring that the campus is safe, accessible and free from environmental hazards.

IV.   SUNY and an Energy-Smart New York
- promoting the Catskill Watershed as a resource that can help spur sustainable economic growth;
- expanding campus and community energy conservation efforts;
- reducing the campus carbon footprint by applying alternative energy options wherever practical;
- sustaining an ambitious program of waste reduction and recycling that serves as a model in higher education;
- promoting sustainability in campus construction projects by ensuring all new construction and major renovation projects are eligible for certification at the LEED Silver level or higher;
- creating partnerships to carry out energy related projects and improvements where curricular and facilities needs intersect.

V.   SUNY and the Vibrant Community
- 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;
- offering students expanding options for civic engagement and public service, both on and off campus;
- encouraging the development and expansion of service learning opportunities;
- enhancing the physical beauty of the campus and neighboring properties;
- improving the college's role in preserving and protecting the Catskill ecosystem;
- identifying academic programs that can be strengthened by drawing on Delhi's unique location;
- ensuring Delhi's stature as a student-centered college in which all individuals are respected, valued and encouraged to excel;
- encouraging community involvement by faculty and staff and participation in such organizations as local chambers of commerce, ad hoc committees, boards of directors, school districts, etc.

VI. **SUNY and the World**

- increasing the presence of international students on the Delhi campus and expanding opportunities for Delhi students to study and travel abroad;
- identifying and implementing opportunities to build a global perspective into the curriculum, in order to promote an appreciation for the dignity of all people and develop skills to work in a diverse and rapidly changing world;
- establishing and meeting Affirmative Action goals to ensure a diverse campus workforce;
- providing professional development programs to expand learning opportunities and encourage global knowledge among faculty and staff;
- providing support for faculty and staff continuing education and professional development activities.

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Strategic Plan: 2010-11 Status Report

Aspirational Goals 2010-2015 -- SUNY Delhi will be a leader in:

Engaging Students for Success by:

- retaining and strengthening its status as a college where the student is the most important person;

    - *ranked first in sector in several areas according to 2009 Student Opinion Survey (SOS). Extensive use is made of this document. President assigns tasks/goals based on SOS results; Cabinet members are expected to address areas where campus performs below college of technology (COT) or university norms. Follow-up monitoring during cabinet meetings;*
    - *students consistently rate their relationships with faculty, staff, and one another highly on SOS;*
    - *new $20 million fully renovated student and community center is a testament to student centered campus. Students were integrally involved in all aspects of assessment/planning for the new center, and continue to be involved in program and services evaluation;*
    - *development of Common Hour theme and programs for 2011-12 to promote community and common educational experiences for students, faculty and staff;*
    - *named among top baccalaureate colleges in the North by US News and World Report;*
    - *growing the number of student jobs on campus (now at more than 750) improves retention by helping students build affiliations, provides students with valuable work experience and provides income to help pay for their education;*
    - *increased campus bandwidth from 50mb to 100mb and raised the per-student bandwidth caps from 1mb to 2mb. This allows the students to do more multimedia related activities with ease;*
    - *cabinet has adopted a revised mission statement centering on the student as the most important in the college community;*
    - *various improvements based on regular student feedback-both qualitative and quantitative. Examples include: restricted smoking areas on campus; construction of campus townhouses for upper division students; bathroom and laundry renovations in the residence halls; planning for community kitchens; improvements to the collection of health information for athletes and nursing students; expanded fitness center hours and recreational offerings; food service enhancements; expanded access to additional computers, and increased broadband.*

- offering unparalleled educational access to a socially, culturally, and economically diverse student population;

- *approximately 25% of students are from African-American, Hispanic or ethnic households; approximately 87% receive some financial aid; 793 full-time students receive full Pell awards;*
- *presently offering programs to over 150 place bound students at community college locations;*
- *the EOP program provides important access and support to economically and educationally disadvantaged students;*
- *student life division strives to recruit diverse student employees, leaders, and athletes;*
- *college offers support groups for international students, GLBTQ students, veterans, students with disabilities in an effort to support student populations with special needs;*
- *student activities staff and faculty/staff advisors work very closely with the campus cultural clubs such as the West Indian Coalition, Black Student Union, and the Latin Student Organization;*
- *in 2010-11, 2,400 students were seen in the counseling and health center for 9,615 visits, and staff conducted over 50 varied programs and workshops for 1,750 students. 91% of students surveyed in spring 2011 stated that they felt better able to treat or address the issue they came in with as a result of their visit (a 3% increase);*
- *since fall 2005 retention rates for first-time full time freshman have increased from 56.88% to 65.17% while acceptance rates have fallen from 70.4% to 55.1%*
- *associate degree retention rates exceed national and sector averages, 2007 and 2008.*

- delivering academic programs that fully prepare students for transfer and career success;

  - *ADDA exam 100% pass rate 2010 and 2011;*
  - *student success at both bachelors and associate levels above COT averages -- from fall 02- to fall 06 SUNY data; Associate degree retention and graduation rates exceed sector and national averages in 2007 and '08; associate degree graduation rates (2,3 and 4 year) meet or exceed sector and national average according to SUNY data;*
  - *baccalaureate retention rate (first year) exceeds national public college average in 2008 (last year available);*
  - *NCLEX-RN pass rates exceed NYS average 2009 and '10;*
  - *Vet Tech National Board exam results from March 2011 show Delhi students with a pass rate of 77% vs. the national rate of 60%.*

- 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;

  - *Over 160 students annually participate in college sponsored internships;*
  - *70% of students are involved in some aspect of campus life through clubs, intramurals, community service and athletics; 15% of students are involved in leadership positions;*

- ➢ *45 clubs and organizations many of which are connected to academic programs; co-curricular transcripts; SPACE residence life program model provided 365 varied programs for residential students;*
- ➢ *student senate faculty/staff programming grants created new opportunities to support student learning outside of the traditional classroom;*
- ➢ *fitness center hosts 15,000 visits a year, development of new options such as yoga, dance, etc., over 300 activities and programs offered through Student Activities Department;*
- ➢ *student projects provide real world experiences that involve collaboration among students, faculty and staff. This year's projects have included smoking gazebos, bus stop, salt shed, a pergola, various landscaping projects at main and valley campus;*
- ➢ *college received national attention from University Business magazine for its commitment to campus improvements to enhance student learning.*

- offering students expanding options for civic engagement and public service, both on and off campus;

  - ➢ *25,000 hours of community service; 70% of students participate in some form of community service; President's Higher Education Community Service Honor Roll for five consecutive years; Relay for Life;*
  - ➢ *OCCE (O'Connor Center for Student Engagement) provides incentives for the development of service learning through its Service Learning Fellows program for faculty members. For example: ARC of Delaware County clients were involved in the college's Developmental Psych class;*
  - ➢ *The college recognizes the importance of these values through the distinguished President's Awards for Community Service that are bestowed upon individual students at commencement, and two clubs each year;*

- promoting myriad opportunities within classrooms, residence halls, and through campus activities for students to realize their personal, professional, and intellectual potential;

  - ➢ *Food for Thought theme for 2010-11academic year delivered numerous programs and enhanced awareness of local foods, sustainable agriculture and campus food options;*
  - ➢ *fitness center developed new options such as yoga, dance, etc., creative and energetic peer education programs and activities, with over 300 programs and activities a year.*

- achieving student graduation and retention rates that will exceed the SUNY average for comparable colleges;

  - ➢ *success and graduation rates fall 2002 through 2006 above COT average;*
  - ➢ *Successful educational outcomes –persistence, transfer, graduation— above SUNY COT average;*
  - ➢ *student life staff strive to support student academic success through: honor societies, recognition of academic honors students; student athletes and resident*

> *assistants achieved significant levels of academic success and are recognized for these achievements;*

> ➢ *Freshman Seminar program assessed annually. GPAs and credits earned by Vets students in freshman seminar continue to exceed those of Vets students who do not take the seminar. Results for LA&S students are more mixed. Seminar continues to assist students with transition to college life;*

> ➢ *the Veterinary Science Living and Learning Environment (LLE) in DuBois Hall was most recently assessed in June 2011, and continues after a decade, to demonstrate consistent success rates. Participants have lower dismissal and academic probation rates, and higher GPAs and credits earned, and rate the program highly. Foundation support is provided to the LLE.*

- ensuring that employers of choice will recruit and hire Delhi graduates for their technical expertise, communication skills and ability to adapt to changing workforce needs;

> ➢ *Construction, CADD, Nursing and other programs have placement rate of 95-100% in recent years;*

> ➢ *nearly 750 students receive important on the job training through a broad based campus wide student employment program, student leaders such as RAs, orientation leaders, and peer educators receive comprehensive training and skill development in regards to administrative skills, interpersonal skills, conflict management and diversity.*

Achieving Academic Excellence by:

- supporting a culture of assessment designed for the continuous improvement of both teaching and learning;

> ➢ *six accredited programs meet or exceed standards of external agencies; ADDA pass rate of 100% in each of the last two years. Results to be used to improve performance; NCLEX pass rate of 84% in 2010-pass rate improved after review of curriculum and program; Vet tech students achieved 77% pass rate on national exam in March, 2011.This pass rate significantly exceeds the national average;*

> ➢ *established assessment committee and initiated annual assessment day that has produced new student learning outcomes for many courses; establishing an assessment web site; sponsor annual best practices teaching workshops;*

> ➢ *revised UCS to formally incorporate student learning outcomes; reviewed and revised ELL and writing program for academic year 2011-12 including revision and establishment of ENGL outlines/syllabi and a Best Practices guide for ENGL 100 classes;*

> ➢ *reduced number of credits to completion in some programs after curricular review. These include some BBA programs and Recreation and Sports Management;*

> ➢ *revised BSN orientation to online learning course after assessment;*

> ➢ *created assessment web site and document repository to aid in assessment efforts and provide suitable evidence/data for assessment and review activities;*

> ➢ *implemented improved process for program reviews;*

- *Construction Technology program modified curriculum based on external assessment;*
- *Construction Technology program addressed previous areas of concern and received ACCE compliment for a comprehensive report;*
- *completed comparative assessment of online course success for 2005-2010;*
- *awarded professional development grants and tuition assistance to promote continued faculty and staff development. 46 awards made in '10-'11;*
- *four faculty and staff awarded chancellor's awards;*
- *created document repository to provide campus-wide data to be used for planning, assessment and institutional improvement;*
- *offered nearly 100 staff development workshops to provide professional development opportunities;*
- *recognized excellence in teaching through award for excellence in part-time teaching;*
- *campus wide implementation of Office 2010, Windows 7 and other cutting edge software packages provided to faculty, staff and students;*
- *upgrading classroom technology in Thurston, Evenden, Clark, Smith, South, Farnsworth, and Sanford provides an improved platform for outstanding teaching and student learning;*
- *completed the Callas Center for Teaching and Learning to support faculty and staff development and utilization of technology within the educational program;*
- *redesigned infrastructure and layout in the Resnick Library and Learning Center to optimize facilities available for students to complete projects and assignments;*
- *national searches for new and vacant faculty and staff positions attract high caliber candidates and result in new hires who are experts within their fields;*
- *residence life staff conduct regular assessments of those students living in Vet Sci living/learning environment; all Student Life Division members participated in training in Jan. 2011 on student learning outcomes with applications to student affairs work; pilot residential sections of Freshman Seminar were offered in O'Connor Hall and Russell and are being assessed; a pilot academic probation program was created in 2011 in Murphy Hall to preliminary positive results and feedback;*
- *adopted revised general education program at the baccalaureate level that improves flexibility and reduces need for waivers.*

- continuously advancing the quality of instruction by attracting and retaining outstanding faculty and academic staff who effectively impart and apply an expanding range of knowledge and skills;

  - *held Sharing Teaching Ideas workshops to disseminate best practices in January and May, 2011. This practice will continue.*

- developing new and unique degree options based upon current program strengths that meet the needs of New York's economy;

  - *BSN continues to grow and will exceed enrollment goal in fall 2011;*
  - *Construction Tech BT degree to be offered in fall. 40 schedules now in for fall 2011;*

- branch campus at SCCC, extension sites at TC3, OCC, Suffolk each have or expect to have new program options;
- Integrated Energy Systems was approved by SUNY; the Photovoltaic array site work is progressing at Electrical Technologies Center. A.O. Smith Co. has delivered a solar thermal unit that is partially installed - first workshop for industry will be in August.

- recognizing the teaching, advisement, and scholarly accomplishments of the faculty and staff and promoting their continued development;

  - continuously expanding availability of professional development funds; awarded 46 professional development grants in 2010-11 year;
  - held Sharing Teaching Ideas workshops to disseminate best practices in January and May, 2011;
  - Resnick Learning Center recognizes faculty and staff who offer tutoring services.

- meeting or exceeding the standards of external accrediting agencies, both campus-wide and in selected programs;

  - accredited programs in Automotive, Construction Technology, Nursing, Veterinary Science Technology, Culinary Arts; CADD program is a national leader in pass rate on ADDA exam, Culinary Hot Foods Team national championship; Photovoltaic accreditation which assisted in receiving approval for IES program;
  - 2011 American Culinary Federation Student of the Year finalist is enrolled in Delhi's BBA program at SCCC;
  - Veterinary Technology students, achieved pass rate on licensure exam that exceeds national average.

- increasing the presence of international students on the Delhi campus and expanding opportunities for Delhi students to study and travel abroad;

  - articulations with three Republic of Georgia universities and International School of Business and Law in Lithuania; three students engaged in travel to China; approximately 14 Japanese students each year participate in SUNY COIL project with a course sent and received in fall 2010;
  - social science faculty member taught abroad at both International Black Sea University and University of Georgia, spring/summer 2011.

- identifying and implementing opportunities to build a global perspective into the curriculum, in order to promote an appreciation for the dignity of all people and develop skills to work in a diverse and rapidly changing world.

  - participating in UN Academic Initiative; SUNY Collaborative Online International Learning (COIL) participation; hiring additional historian to teach African, Asian and colonial history;
  - facilitated a SUNY COIL Center initiated 6 week collaborative course between Delhi and a class in the European Humanities University in Belarus/Lithuania.

The course includes 2 weeks of live guest instructor lectures from EHU via Skype, 2 weeks of online asynchronous discussion in the EHU's Moodle site, and 2 weeks of guest instructor lecture from Delhi.

Sustaining Educational Innovation by:

➢ delivering programs that overcome geographic barriers and provide students maximum flexibility in pursuing their degrees, through technology and inter-campus collaboration;

  ➢ *gained approval for CJ at SCCC; submitted substantive change proposal for culinary BBA at Suffolk; delivery of online BSN to 425 students, offer online summer courses to over 650 students; fully online BBA in Vet Tech Mgmt. Inter-campus collaboration with TC3, OCC, Suffolk, Monroe and Schenectady with over 120 students enrolled. This does not count anticipated enrollment at Suffolk and CJ at SCCC;*
  ➢ *boosted enrollment in summer 2011 classes by 270 students by improving promotion and offering incentives to teach. Delivered about 45 summer online classes in 2011;*
  ➢ *hosted a 'Moodle-Moot' technical conference both on campus and online to facilitate the open exchange of information and ideas about online learning among many higher education institutions;*

➢ encouraging students to assume a greater role in their academic success by creating an attractive, convenient library and learning center;

  ➢ *completed Wickham Technology Commons, fall 2010. Added Brock Culinary Special Collections and Reading Room, fall 2010; Callas Teaching and Learning Center, spring 2011; conduct thorough, annual assessment of the levels of use and impact of writing center and math center services.*

➢ offering a select group of state-of-the-art online programs for working professionals;

  ➢ *425 BSN students expected in fall 2011;*
  ➢ *Vet Tech BBA online enrollment has marginally expanded. The program is working on a partnership with Mass General Hospital;*
  ➢ *expanding number of online HOSP courses.*

➢ capitalizing on programs of unique strength by delivering a seamless progression of degrees from the certificate through the baccalaureate and graduate level.

  ➢ *added BT in Construction Tech: Design and Build; added BS in CJ at SCCC; introducing AAS/AOS in Integrated Energy Systems; introducing Information Systems Auditing BBA to complement Accounting degree;*
  ➢ *supported the installation of a solar array at the Electrical Technologies Center which will provide state-of-the-art technology for teaching and learning;*

- ➢ *renovation of classrooms, labs, library, administrative and student life facilities supports educational innovation;*
- ➢ *construction of the Culinary Reading Room, Library Computer Lab and Callas Center enhance library and learning center facilities;*
- ➢ *technological innovations and the development of processes that simplify employment related tasks increase support for off-site faculty and staff and foster greater engagement for all employees.*

Building Strategic Partnerships by:

- assisting with local and state economic development efforts by forging stronger extensive ties with the private and non-profit sectors;

  - ➢ *pursuing state and federal funding for Energy-Efficient Subsurface Irrigation project that will create 70 high-paying industrial jobs, $40,000 in infrastructure investments by private industry and demonstrate economic development is possible in water-restricted regions;*
  - ➢ *co-sponsor of Delaware County Leadership Institute that works with local businesses and industries to inspire and prepare their future leaders;*
  - ➢ *co-sponsor of Art and the Soul of the Catskills festival, which highlights the area's vast arts community and makes it more attractive to the college and businesses seeking to attract new employees;*
  - ➢ *the Mayor's Task Force on College and Community Relations meets quarterly, and strives to promote town/gown relations and foster collaborative activities and projects; the establishment of a new pilot program for Fall 2011 with community assistants working with off campus students;*
  - ➢ *Student Activities sponsors many free or low cost community related cultural, educational entertainment activities;*
  - ➢ *worked with Delaware County public and private non-profits organizations to develop a coordinated transportation system;*
  - ➢ *investigating partnership with ARC to provide educational services to pre-school children with developmental disabilities and delays;*
  - ➢ *assisting with local and state economic development efforts by forging stronger ties with private and non-profit sectors;*
  - ➢ *College president named to Governor's Regional Economic Development Council.*

- providing responsive, customized training that meets the needs of local employers;

  - ➢ *delivered industry training: 64 training events with 1,020 student registrations for a total of 46,263 contact hours. The bulk of this is for the NYS/CSEA Partnership;*
  - ➢ *sustain clinical partnerships with local hospitals and health care providers;*
  - ➢ *Provided welding training at Unison – high end manufacturing.*

- encouraging the development and expansion of service learning opportunities;

- ➤ *ARC programming; Heart of the Catskills Humane Society sustain partnerships with the college;*
- ➤ *work of Construction students on a wide range of campus projects—including bus stops, Smith hall exterior, gazebos;*
- ➤ *CJ active shooter demo in conjunction with local police agencies;*
- ➤ *O'Connor Center provides incentives for the development of service learning courses through its Service Learning Fellow program for faculty members; a total of 1,415 hours were documented in 2010-11 through the OCCE for formal service learning projects under the supervision of faculty members.*

- seeking effective ways to engage and inform alumni in order to better fulfill SUNY Delhi's mission.

  - ➤ *second year of web engagement plan for alumni; introduced monthly newsletter; continuous improvement of alumni print publications; development of a plan for the 100th anniversary;*
  - ➤ *growth in number of donors; Total alumni gifts increased by nearly 11%; average alumni gift increased; faculty/staff giving reached goal of more than 50% participation - first time ever.*
  - ➤ *built connections between Delhi and its partner campuses, connecting TC3 to Delhi's networks and Banner system and establishing a connection between Delhi's Banner system and SCCC to evaluate course transfer equivalencies, allowing students to easily move to Delhi after completing an associate's degree at SCCC (transfer articulation);*
  - ➤ *provided support for the formation of a SUNY Delhi retiree organization to strengthen the connection between the College and its retirees and provide greater opportunities for retiree engagement.*

Promoting Environmental Stewardship by:

- enhancing the physical beauty of the campus and neighboring properties;

  - ➤ *implementing campus capital master plan. Among the first SUNY colleges to do so; add summary of building and grounds project 2010-11 and 2011-12; upgrades to Agora area; addition of two sculptures in fall '11;*
  - ➤ *carried out numerous campus beautification projects.*

- promoting the Catskill Watershed as a resource that can help spur sustainable economic growth;

  - ➤ *continuous efforts to implement subsurface project which will eliminate water withdrawals for irrigation purposes from a tributary of New York City's water supply and pave the way for economic growth and development compatible with the watershed regulations;*
  - ➤ *golf course is one of only three Audubon Sanctuary-certified courses in United States.*

- improving the college's role in preserving and protecting the Catskill ecosystem;

- expanding campus and community energy conservation efforts;

  - *energy management position; recent history of significant energy savings; photovoltaic project;*
  - *Implemented various energy conservation strategies;*
  - *Farrell LEED "silverfiable";*
  - *Sanford renovation expected to be certified "LEED silver"*
  - *Adopted programming theme on sustainability for 2011-12 with many common hour activities planned;*
  - *Food for Thought campus wide team focused on local foods and healthy choices over 2010-11, Farm to Table VISTA grant met most objectives for 2010-11, expansion of local food purchases through a new position at CADI, Earth Week activities, 2011.*

- reducing the campus carbon footprint by applying alternative energy options wherever practical;

  - *appointed an energy manager to drive energy savings and environmental stewardship strategies and projects;*
  - *sustaining an ambitious program of waste reduction and recycling that serves as a model in higher education;*
  - *paper saving project, recycling;*
  - *initiated new student operated co-mingles recycling program with proceeds used to benefit student clubs and organizations;*
  - *first in SUNY Completion of the facilities master plan and infrastructure study provide a blueprint for future improvements to the campus' outdoor environment;*
  - *facilities staff are leaders in identifying ways to save energy and reduce the campus carbon footprint. The "Energy Brain Trust" devises and recommends projects and practices to reduce energy consumption. An Energy Manager has been appointed without additional cost by reorganizing heating plant staff;*
  - *an ambitious and growing waste reduction program involves faculty, staff and students in recycling paper, co-mingles (cans and bottles), batteries, cardboard, computers and electronic waste, light bulbs, construction material, metal, and motor oil. Remaining "garbage" goes to the Delaware County Solid Waste Facility, where it is separated again for recyclables and the garbage is composted;*
  - *HR is leading the way in moving to paperless processes. Innovations include moving the student employment application process online, converting HR and payroll forms to online fillable PDFs and converting faculty and staff attendance reporting from a paper to an electronic process.*

  - identifying academic programs that can be strengthened by drawing on Delhi's unique location*;*

Accomplishing Service Excellence and Operational Efficiencies by:

- improving the quality, convenience, and delivery of academic, administrative and support services through a focus on student needs and the use of technology;

  - *Student Senate Food Committee completed comprehensive review of dining/food service;*
  - *relocated computer lab to Resnick Library and Learning Center to make better use of staff and space. Created learning commons with ready access to library and learning center staff;*
  - *expanded virtual server infrastructure to support more servers running on a single piece of hardware;*
  - *continued migration to Cisco VoIP phones which use less power than analog phones. They also go into sleep mode off hours to conserve further energy;*
  - *implemented Banner Xtender software (imaging tools) to reduce amount of paper application materials on campus;*
  - *combined financial aid and student accounts into student financial services.*

- ensuring Delhi's stature as a student-centered college in which all individuals are respected, valued and encouraged to excel;

  - *Chronicle's Best Colleges to Work For;*
  - *Residence Life Quality of Life Survey shows continue increases in the share of student's rate the physical quality of their room good or excellent.*

- implementing the digital delivery of service in admissions, financial aid, recruitment, advising, career services and registration;

  - *web operations position created;*
  - *streamlined online catalog to improve usability.*

- enhancing campus facilities, resources and technology to better meet the needs of students, faculty and staff;

  - *implemented the aggressive 5 year residence hall capital plan which for 2011 included the completion of the final phase of the Russell Hall bathroom renovations, repairs and repainting to the exterior of Russell Hall;*
  - *replacement of half of the student room doors in Russell Hall, fully renovated laundry rooms in Murphy and O'Connor Halls, which will double the number of machines;*
  - *athletic facility upgrades for 2011 included major Kunsela Hall renovation, tennis court improvements, a refinished gym floor and field maintenance. Safety and security upgrades included the completion of the Clark Field House video surveillance project and planned upgrades to fire alarm communications systems for the entire campus;*
  - *progressing toward the availability of all HR forms electronically;*
  - *completely online employee application process;*
  - *Farrell and Smith renovations, culinary reading room and Dennis Callas Center, Russell bathrooms and laundry room, PGM Swing Analysis Lab, additional*

stations for electrical students, new greenhouse, re-purposing of spaces used for Farrell surge for classroom use, relocation of computers to library, etc.;

➤ *sidewalk, walkway and roadway improvements;*

➤ *completed a comprehensive IT security review. In response, we are building a comprehensive security policy and cleaning up security holes that were uncovered;*

➤ *implemented Numara Asset Management Platform to inventory, track, and support all SUNY Delhi technology assets (phase two is Numara Footprints service center software);*

➤ *transitioned 911 service from on campus dispatch to county dispatch;*

➤ *implemented new reporting tool called BIRT to give end users more control of the data and increase efficiency in the development process;*

➤ *facilities continues to maintain the College's physical assets, identify and seek funding for critical maintenance and improvements to the campus' physical plant. In 2010-11 a newly renovated Farrell Student and Community Center opened and construction of a new Day Care Facility started;*

➤ *continue to renovate our residence halls to modernize and make them more appealing to our students and upgrade and enhance academic space through maintenance and capital;*

➤ *currently working on the renovation of Sanford Hall, the first major renovation of an academic building; improved the look, feel and functionality of Smith Hall in summer 2010, a two year project that was completed in one summer;*

➤ *establishment of the new campus Common Hour will provide opportunities for campus wide programming and increased efficiencies;*

➤ *transition to a paperless and sophisticated Maxient web based system in January 2011 for student discipline and judicial affairs;*

➤ *enhancement of the web based housing management system in 2010-11 allows students and resident assistants to complete maintenance requests and room condition reports online;*

➤ *laundry view, an internet application that allows students to monitor the status of their washers and dryers, was expanded from Russell to Catskill, DuBois, and Gerry Halls;*

➤ *UPD automated crime reporting systems transferred 911 calls to the Delaware County Dispatch Center and developed on line system for student vehicle registration, web based Judicial Educator tool for educational sanctions, Facebook applications and connections for students through residence life and student activities;*

➤ *Residence Life Quality of Life Survey was administered in May 2011 with 404 participants. 78% of students rated the physical quality of their rooms excellent or good which was up 16% over the last administration. 93% of students also reported that they felt safe living in the residence halls, an 11% increase. Further analyses will drive future planning and continuous improvement efforts.*

2011-2012 Unit Plan Template

DUE BY SEPT. 30, 2010

DEPARTMENT NAME:

Prepared by:

Please review the new SUNY Strategic Plan and our own Delhi Strategic Plan. Then as you create your unit plan document consider how your Unit's mission and goals help support each of these. (right click on links to open in new window)

UNIT MISSION STATEMENT:

Please provide the mission statement for your unit below:

I. Long Term Unit Goals (3-5 Years Out)

List your future goals in priority order. In the adjacent columns give estimates of budget impact including any new positions, equipment, supplies etc. You are not limited by the size of the chart, as you type, the boxes will expand to fit your text. You may also add more goals. Please be as specific as possible.

Prioritized Goal	Which initiatives of the Strategic Plan are supported by this goal?	Will this goal Impact CIS? Have you documented this need to CIS/TAG? Include confluence page if appropriate	Does your goal Impact Facilities? Is this included in the Master or Capital Plan ?	How does goal affect Student Enrollment?	Is there an estimated budget for this goal? If yes, please include that budget as an attachment to this page.
1.					
2.					
3.					
4.					
5.					

II. Current Unit Goals (To Be Accomplished in the Next 2 Years)

List your top goals in priority order for 2011-12. In the adjacent columns detail the budget impact including any new positions, equipment, supplies etc., and briefly describe the impact on other units. You are not limited by the size of the chart, as you type, the boxes will expand to fit your text. You may also add more goals. Please be as specific as possible.

Prioritized Goal (include which initiatives of the Strategic Plan this supports)	Does this goal Impact CIS? If yes, discuss with them in advance and provide related Confluence link or Help Desk ticket number below.	Does your goal Impact Facilities? If yes, discuss with them in advance and provide related Confluence link or Facilities Service ticket number below.	What other units across campus would be impacted? Have you contacted these units? Include their comments.	How does goal affect Student Enrollment?	A detailed budget for this goal is required. Include that budget as an attachment or link to this page.
1.					
2.					
3.					
4.					
5.					

III. Retention

Retention of our students is an overarching goal that every department and office on campus can influence. Retention is measured by how many students return after one full year, meaning if they start in the fall they return the following fall. The Retention Advisory Committee set up four (4) goals last year and six (6) strategies that can be seen through the following link:

http://www.delhi.edu/academics/learning_center/academic_advising/retention.php

We would like you to examine what has been done in the past to help with the retention of students. Perhaps your area was involved in certain training, you may have restructured how you work with students to better meet their needs, or possibly you had activities for staff to help make students feel more comfortable and want to stay at SUNY Delhi.

Please list approaches that your area has used in the past year to address the retention of students and if they related to the goals or strategies:

In looking to the future, what is one new strategy that your area will use to help with retaining students in the upcoming year and how might it relate to the RAC four goals or six strategies?

What percentage of your area is currently using Retention RT? If not using, please explain why:

IV. OTPS

If you are requesting any additional funding, you must detail your current spending including:

	Current Budget
Office supplies	
Maintenance and other contracts	
Travel and entertainment	
Copying and printing	
Consulting and temp services	
Equipment, printers, etc	
Other costs/expenditures	

Are there any operating expenses required to support the regular activities of this unit that are paid from another source? Perkins, Foundation Account, Agency Account, etc.

If Yes, please list the sources and dollar amount.

Operating Expense	Paid from what other Source?

V. Resource Requests - Staffing

PLEASE INCLUDE ANY RESOURCES NEEDED TO COMPLETE CURRENT UNIT GOALS LISTED ABOVE

All questions must be answered completely. This is critical so that both the BPC and Cabinet can fully understand your request and prioritize overall.

Staffing Requests (Include new positions, temp services).	Was this position and expenses included in the approval of a new program, business plan or project? Please explain.	If this is not for a new program, how is this work being performed now? Justify need for the request.	Please give dollar specific costs of this request	Are these costs ONE-TIME and/or RECURRING
1.				
2.				
3.				

VI. Resource Requests - OTPS, Equipment

PLEASE INCLUDE ANY RESOURCES NEEDED TO COMPLETE CURRENT UNIT GOALS LISTED ABOVE

ATTACH A PRIORITIZED COMPREHENSIVE SPREADSHEET OF ALL EQUIPMENT NEEDS (NEW AND REPLACEMENT) see EXAMPLE SPREADSHEET

Other Expenses	Please indicate costs (BE DOLLAR SPECIFIC); is cost ONE-TIME and/or RECURRING?	What benefit to the unit would this resource bring?
1.		
2.		

VII. General Comments

Please include any comments you have regarding the Budget and Planning Unit Plan process here:

VIII. Unit Interview Notes

IX. Cabinet Response (Direct any questions to appropriate cabinet member)

Appendix 1-6

Inventory of Assessment Activities
President Candace Vancko

Strategic Plan Goal	Objective/Goal *(as reflected in your area mission statement, or the college mission statement)*	Assessment Tool or Measure	Assessment Cycle	Most Recent Assessment	Next Assessment	Outcome/Results
Engaging Students for Success	Assess student engagement and satisfaction	SOS	Every 3 years	2009	2012	Cabinet follow-up on low ranking items, plans for improvement
Engaging Students for Success	Increase retention and graduation rates	Annual retention and graduation rates by program and college	Annual	2009	2010	Renewed RetentionRT tool, Annual update of retention plan, increased emphasis on advising
Achieving Academic Excellence	Assess academic programs and opportunities for students	Program of Work, Strategic Plan, Academic Review	Annual	2010	2011	New programs offered, plan for academic focus for year
Promoting Environmental Stewardship	Create Facilities Master Plan	Charette, data, discussions across campus	Annual update	2010	2011	Short and long-term facilities plan, plan for allocation of capital dollars
Promoting Environmental Stewardship	Create more attractive campus	SOS, coffees, "Great Colleges to Work For" survey, feedback	Annual	2010	2011	Increased beautification, new sculpture, art
Accomplishing Service Excellence & Operational Efficiencies	Assess performance of cabinet members	Self, peer and subordinate, president assessment	Every 2 years	2008 and 2009	2010 and 2011	Id strengths, plan for improvement
Accomplishing Service Excellence &	Assess performance of president	Self assessment, Chancellor review	Annual	2008	2010	"Crosswalk" of Delhi's SP with SUNY's SP, gap

Operational Efficiencies						analysis, plan to close gaps
Accomplishing Service Excellence & Operational Efficiencies	Develop annual budget and spending plan	Unit plans, Biannual Cabinet Retreat	Annual	2010	2011	List of priorities for upcoming academic year
Accomplishing Service Excellence & Operational Efficiencies	Communicate campus goals and priorities to campus	Forums, coffees, *Delhi Today, Delhi People,* memos	On-going	On-going	On-going	Faculty/staff feedback

Strategic Plan Goals	Objective/Goal *(as reflected in your area mission statement, or the college mission statement)*	Assessment Tool or Measure	Assessment Cycle	Most Recent Assessment	Next Assessment	Intended Outcome
Achieving Academic Excellence by:	supporting a culture of assessment designed for the continuous improvement of both teaching and learning; supporting a culture of assessment designed for the continuous improvement of both teaching and learning	General Education assessment of student learning outcomes. Plan includes distinct methods/tools of assessment for ten GE areas + two competencies.	Three year cycle: 3-4 GE areas in each academic year.	Spring 2009	Spring 2010	Achieving levels of student performance that meet or exceed benchmarks outlined in SUNY accepted GE plan. Course and teaching improvements based on results of assessment of student learning outcomes.
Achieving Academic Excellence by: **Engaging Students for Success by:**	meeting or exceeding the standards of external accrediting agencies, both campus-wide and in selected programs; ensuring that employers of choice will recruit and hire Delhi graduates for their technical expertise, communication skills and ability to adapt to changing workforce needs.	Self studies and external panel visits	Cyclical. Varies depending on program	NLN 2009-10; ACCE 2009; ACF; AVMA	Varies depending on program.	meeting or exceeding the standards of external accrediting agencies, both campus-wide and in selected programs; making programmatic improvements based on panel reports or recommendations
Achieving Academic	supporting a culture of assessment designed for the continuous improvement of	Periodic Program Reviews: self	Five year cycle	Spring 2009 (some programs)	Spring 2010 (some programs)	Gauge programs' success in meeting goals/identifying method of improving programs.

Excellence by:	both teaching and learning; developing new and unique degree options based upon current program strengths.	study and advisory-industry panel review				Identifying new program/curricular possibilities
Engaging Students for Success by:	ensuring that employers of choice will recruit and hire Delhi graduates for their technical expertise, communication skills and ability to adapt to changing workforce needs					
Achieving Academic Excellence by:	supporting a culture of assessment designed for the continuous improvement of both teaching and learning	Closing the Loop document		2009	??	Survey faculty to determine extent to which assessment efforts led to attempts to improve teaching/learning. Demonstrate extent to which general education assessment program has led to improvements in teaching/learning curricula.
Engaging Students for Success by:	achieving student graduation and retention rates that will exceed the SUNY average for comparable colleges.	Assessment of multiple retention factors (following are some areas subject to annual assessment)	annual	2009	2010	Gauge effectiveness of multiple factors in promoting retention and graduation.
Engaging Students for Success by:	offering students expanding options for civic engagement and public service, both on	Freshman Seminar assessment results	annual	2009	2010	Measure impact of seminar on student grades, credits completed and semester to semester retention. Engaging students in campus and community

	and off campus.					activities.
Engaging Students for Success by:	promoting myriad opportunities within classrooms, residence halls, and through campus activities for students to realize their personal, professional, and intellectual potential;	Math/ENGL dev ed course results	annual	2009	2010	Delivery developmental courses that prepare students to succeed in collegiate level course work.
Sustaining Educational Innovation by:	encouraging students to assume a greater role in their academic success by creating an attractive, convenient library and learning center;	Library/Learn-ing Center Assessment				
Achieving Academic Excellence by:	meeting or exceeding the standards of external accrediting agencies, both campus-wide and in selected programs; supporting a culture of assessment designed for the continuous improvement of both teaching and learning	Periodic Review Report-MSCHE	Every five years	2007	TBD	Document/reaffirm significant steps taken since self-study to improve or correct in areas identified by visiting team

Achieving Academic Excellence by:	supporting a culture of assessment designed for the continuous improvement of both teaching and learning	Student Opinion Survey	Every three years	2009	2012	Review results for areas in which college performed below SUNY or sector norm. Develop action plan/steps for improvement.
Achieving Academic Excellence by: **Engaging Students for Success by:**	supporting a culture of assessment designed for the continuous improvement of both teaching and learning; ensuring that employers of choice will recruit and hire Delhi graduates for their technical expertise, communication skills and ability to adapt to changing workforce needs.	Capstone courses or projects	Annual in some programs in: BUSI/HOSP/BSN/PGM/GMBA	2010	2011	Summative assessment that displays student's capacity to begin careers in their chosen field of study.
Sustaining Educational Innovation by:	delivering programs that overcome geographic barriers and provide students maximum flexibility in pursuing their degrees, through technology and inter-campus collaboration; offering a select group of state-of-the-art online programs for working professionals	Online course success evaluation	Newly instituted	2010	2011	Seek online course success (passing grade and rates of course completion that meet or exceed those of face to face classes. Compare student's academic success on online vs. face to face courses. Preliminary assessment of online courses shows high success rate

				2010	2011	
Sustaining Educational Innovation by:	capitalize on programs of unique strength by delivering a seamless progression of degrees from the certificate through the baccalaureate and graduate level.	Gain program proposal approval in the following areas: Nursing (graduate level), Construction-BT, Criminal Justice-BA/BS, Information Systems Auditing-BBA, Vet Tech-B.S.		2010	2011	Gain program approval by fall 2010 (later for graduate degree) and enroll programs at target levels for following semester or fall 2011; received approval for TC3 and OCC programs in fall 2010 and enroll at levels
Sustaining Educational Innovation by:	delivering programs that overcome geographic barriers and provide students maximum flexibility in pursuing their degrees, through technology and inter-campus collaboration; offering a select group of state-of-the-art online programs for working professionals	Expand enrollment in online BSN; seek addition of graduate degree in nursing; offer BBAs in Hospitality and in Business and Tech Mgmt via online format through community college and to alumni; gain approval for program proposals to deliver BBAs at TC3 and OCC					BSN enrollment target per revised business plan; submit formal proposal for grad program, fall 2010; gain approval for TC3 and OCC degree programs and enroll at target levels; commence MCC and alumni Hospitality online offerings, fall 2010

					2011	
Promoting Environmental Stewardship by:	identify academic programs that can be strengthened by drawing on Delhi's unique location.	Submit program proposal for new option in Electrical program- Integrated Energy Systems AAS degree; Explore four year interdisciplinary program with sustainability/ Catskill focus				Submit proposal or curricular revision, summer 2010.

Inventory of Assessment Activities
Student Life – Vice President Barbara Jones

Strategic Plan Goal	Objective/Goal *(as reflected in your area mission statement, or the college mission statement)*	Assessment Tool or Measure	Assessment Cycle	Most Recent Assessment	Next Assessment	Outcome/Results
Engaging Students for Success, Achieving Academic Excellence, Building Strategic Partnerships, Promoting Env. Stewardship, Accomplishing Service Excellence and Operational Efficiencies	Overall SL Mission Statement	Establishment of and review of annual and biannual dept and division goals, document achievements	Biannual review at Division wide meetings, Director retreats	Fall 2009	Spring 2010	Review progress towards goals Mid course corrections Development of new goal objectives and benchmarks
Engaging Students for Success, Achieving Academic Excellence, Building Strategic Partnerships, Promoting Env. Stewardship, Accomplishing Service Excellence and Operational Efficiencies	To encourage accountability, assessment and the provision of quality services	Production of and review of annual dept and Div reports, preparation of performance reviews and programs, provision of merit raises	Annual	June 2009	June 2010	Review of progress towards annual goals, development of new goals and objectives, setting benchmarks for improvements, assessment measures throughout the depts. and division. Development of SL evaluation survey.
Engaging Students for Success, Achieving Academic Excellence, Building Strategic Partnerships, Promoting Env. Stewardship, Accomplishing Service Excellence and Operational Efficiencies	To encourage accountability, assessment and the provision of quality services	Review and analyses of assessment plans and measures by dept., Review of SOS, development of dept. surveys, and local SOS questions, development of learning objectives	Annual in Judicial, UPD, CH, Athletics, Activities, Orientation Judicial. Biannual QOL in RL, Every 3 years for SOS, Follow up	June 2009 for most depts. Spring 2009 for SOS	June 2010 Spring 2012 for SOS	Further study, research, closing the loop SOS Follow Up items by topic area such as for 2009-Guest Speakers, Sexual Assault Prevention, Diversity

			activities, surveys			
Engaging Students for Success, Accomplishing Service excellence and Operational Efficiencies	To encourage accountability, assessment and the provision of quality services	Focus groups with students on various topics	Held regularly with RA's, OL's, SGA, clubs, residential students, athletes, Freshman seminar students, SHAC, IAB., RHA, etc.	Semester basis Spring 2010 meetings held on diversity, community, res hall services and functions, and alcohol and drug education.	Aug. 2010	Identification of strengths and weaknesses, and student suggestions for program improvements (ie: increase Fitness Center hours for fall 2010, provide more rec. equipment, seek to expand cable, and planning for expansion of kitchens to support community wide activities, increase Foreman hours, new clubs and activities.)
Engaging Students for Success	Maintain a safe campus environment	Beh. assess team-weekly meetings and bi-weekly with academics/disability services	Weekly-Division Bi-weekly	Weekly Bi-weekly	Ongoing	Planning for intervention activities with individual students to support student success and retention. Promoting cross departmental communication on an as needed basis.
Engaging students for success	Maintain a safe campus environment	Review of Student Code of Conduct by Division based on annual stats, issues, etc.	Annual	Spring 2009	Spring 2010	Update SCC regularly. Revise Code to address relevant issues/change/new laws- ie: computer technology, development of new approaches for off campus student issues, citizenship awards. Enhance judicial forms.
Engaging students for success	Maintain a safe campus environment	Personal Safety and Emergency Coordinating Council Committee activities, assessments, and surveys, ROLQL, UPD & JA trends, stats, surveys.	Annual report and recommendations	July 2009	July 2010	Annual reports issued and recommendations are provided to the President's Cabinet, evaluated, and some are implemented. Examples are Russell Hall UPD office, NY Alert, facility improvements, video technology, door networking, PA system, Door locking educational initiatives, safety campaigns, RAD training

Engaging students for success	To facilitate the development and growth of the whole student through all Division endeavors	Participation and leadership rates for activities, Res hall programs, service, leadership, athletics, intramurals, fitness center, etc.	Ongoing through data collection and analyses of all Division activities, Assessed every 3 years through the SOS local questions	Ongoing and every 3 years	Spring 2010 Spring 2009	Program changes such as addition of bowling, study and improvement of services for commuters, new course for radio/tv, yoga and hip hop workshop additions, ongoing development of co-curricular transcripts, new RL program model.
Engaging students for success	Provide high quality res life facilities to support student learning	Development and regular review/revision of annual 5 year res life capital plan by Res Life Planning Committee	RLQOL SOS Student focus groups Feedback from RHA., RA's, RL staff, custodians, facilities, DASNY etc.	Ongoing Biannually Every 3 years	Spring 2010	Focus on health and safety priorities, focus on bathroom and laundry renovations, development and construction of RV townhouses, addition of overhead lighting based on student feedback.
Engaging students for success	Provision of high quality facilities for student activities	Farrell Hall capital plan	Student surveys, focus groups, committees over 8 year period	Annually for 8 years		Construction of new Farrell Hall Student Center with many new features to provide support for students
Engaging students for success	Provision of high quality facilities for athletics, intramurals, and recreation	Athletic capital planning	Feedback from coaches, faculty, PE program, student athletes, IAB., facilities, Fitness Ctr. users,f/s	Ongoing Spring 2010	2010-11	New Clark expansion for PE and Athletics, upgrades to women's softball fields, ac for fitness center, selection of new equipment and activities for Fitness Center, new fitness Center orientations geared to non-athletes, field improvements, plan to enhance tennis courts,

Engaging students for success	Promote student responsibility for learning and student success	Assessments of living learning environments by res hall, athletic teams, freshman seminar participants, student staff members, annual judicial stats	By semester, and academic year	Fall 2009	2009-10	Recent examples of outcomes: Renewed focus on quiet hours, elimination of and expansion of some living learning environments, development of O'Connor Liberal Arts pilot living/learning program, expansion of athletic study tables, Noise Annoys program, increased gpa requirements and standards for student staff, use of Judicial Educator modules, academic integrity systems,
Engaging students for success	Promote student responsibility for learning and student success by focusing on reducing aod use	Biennial Review, AODPTF	Biannual Ongoing	2008 2008-09	2010 2009-10	Completion of federally mandated biennial review of all aod programs, policies, and activities. AODTF produces annual report of activities, accomplishments, and recommended actions.
Engaging students for success	Promote student responsibility for learning and student success by focusing on reducing aod use	Decision Making and REWIND evals and stats Recidivism rates	Biweekly-DM Monthly-REWIND	Spring 2010	Fall 2010	Revision of curriculum to include more drug education, development of BASIC intervention for repeat violators, Assess success thru recidivism rates. TIPS training for RA's
Engaging students for success	Facilitate the opportunity to learn through involvement in campus life	SPACE program stats, evals- res hall program model	Ongoing	Fall 2009	Spring 2010	Review of program diversity, participation rates, cost effectiveness, success by hall and by dept. Revision of model as needed
Engaging students for success	Facilitate the opportunity to learn through involvement in campus life	FS evals, quant/qual	Every semester	Fall 2009	Spring 2010	Assess learning outcomes for student life categories. Review/revise goals as appropriate, establ. of OC LA living learning sections
Engaging students for success	Facilitate the opportunity to learn through involvement in community service	CS hours, completed, CS honors evals by partners, students and service learning faculty.	By semester and annually	2009-10	2010-11	Review program hours, projects completed, service learning evaluations, feedback from faculty partners, development of service learning fellows, qual and quant. measures

Engaging students for success	Lead by modeling civility, respect and inclusion	Review of demographics and participation of all Division endeavors, SOS, Focus groups, SPACE program model, Student Senate clubs and sponsored activities, diversity trainings, Division discussions	Ongoing	Spring 2010		Promotion of club collaboration, revision of training sessions, orientation skits and activities, curricular infusion, training of f/s, review of demographics to ensure inclusion on all levels.
Engaging students for success	To facilitate the growth and development of the whole student	Assessment of Learning Outcomes-CH Annual surveys, Peer education evaluations,	Ongoing	2008-09	2009-10	Addition of Psych NP hours, newly developed peer ed programs on relationships, health fair, new workshop and outreach programs, new counseling approaches
Engaging students for success	Provide responsive, engaging and caring orientation program to support student success	Annual OR survey, focus groups with OL's, annual OR program review	Every semester	Fall 2009 Spring 2010	Fall 2011	New approaches each year with overview sessions, small groups,
Building strategic partnerships	Build a sense of community	Mayor's Task Force	Quarterly	Spring 2010	Fall 2010	New initiatives such as landlord eval, new form for off campus concerns, improvements to off campus listing, addition of section to Student Handbook, Student participation in annual parade and establishment of joint town/gown activities.
Building strategic partnerships	Build a sense of community	Parent Help Line-calls	Ongoing	Spring 2010	Summer 2010	Assess trends, requests to improve service to parents. Ex includes the dev. of new parent email system and expansion of parent web pages.
Building strategic partnerships	Build a sense of community	"Explore Delhi" partnership	Annually	Fall 2009	Fall 2010	Effort to promote more town/gown interaction by enlisting off campus

						businesses to participate in Explore Delhi
Building strategic partnerships	Develop service partners through OCCS	Feedback from partners thru periodic surveys, meetings, feedback from faculty members, students, etc.	Biannually	Fall 2008	Fall 2010	Seek ways to improve the service experience for students, faculty, and local partners. Host biannual receptions/meetings for face to face contact with community partners.
Promoting environmental stewardship	Provide high quality facilities, and to facilitate student learning	Development of conservation and sustainability through the res halls, student clubs, and SPACE programs	Semester basis	Fall 2009	Fall 2010	Ex: Transition to paperless HMS, new judicial system, increased use of Web by all depts., on line Campus Voice, recycling programs in halls, recycling/donations from halls at end of year to charities
Accomplishing Service Excellence and Operational Efficiencies	Encourage accountability, assessment, and the provision of high quality services	Service enhancements	Ongoing	Spring 2009	Spring 2010	Annual goals- current examples include on line parking registration, new signage to improve move-in, paperless HMS on line system, new health form, updated CCT., new OCCS on line form and data base, new video systems, new judicial system in process, expand RV transportation
Achieving Excellence	Actively contribute to the advancement of the student affairs field	Staff Development, memberships, conferences, attendance, publications, awards presentations	Ongoing performance evaluations	Spring 2009	Spring 2010	Provide campus student development programs, National and statewide recognition and publications. Leadership in SUNY and Regional professional organizations. Conference attendance and presentation. Attend professional development programs.

Inventory of Assessment Activities
Administrative Services – Director Bonnie Martin

Strategic Plan Objective	Objective/Goal *(as reflected in your area mission statement, or the college mission statement)*	Assessment Tool or Measure	Assessment Cycle	Most Recent Assessment	Next Assessment	Outcome/Results
Accomplishing service excellence and operational efficiencies	Retaining faculty and staff	Payroll report cards	Twice a year	March 2010	September 2010	Above average performance
Accomplishing service excellence and operational efficiencies; achieving academic excellence	Developing faculty and staff	Annual survey of new employee orientation participants	Annually	September 2009	September 2010	New employee orientation well received. Also ask about search, interview and new hire processes (also high marks). Suggestions received for improvement.
Accomplishing service excellence and operational efficiencies; achieving academic excellence	Developing faculty and staff	Participation and satisfaction with staff development workshops	Twice a year	January 2010	June 2010	Work with staff development committee and presenters to improve workshop offerings/content.
Accomplishing service excellence and operational efficiencies	Retaining faculty and staff	Bi-weekly payroll audit	Every two weeks	Every two weeks	Every two weeks	Correct problems – learn from mistakes
Achieving academic excellence; Accomplishing service excellence and operational efficiencies; engaging students for success	Attracting, motivating, developing and retaining faculty and staff	Annual supervisory evaluations of all staff	Annual	April and July, M/Cs every two years	April and July	Improvement of employee performance; development of objectives; employment decisions
Accomplishing service excellence and operational efficiencies	Developing faculty and staff	Classified staff probationary reports	3 times during probationary period	Ongoing – individual basis	Ongoing – individual basis	Assesses performance of new employees during probationary period before permanent appointment is granted.
Achieving academic excellence	Developing faculty and staff	Faculty and staff renewal and tenure	3 months, 6 months and	Ongoing – individual basis	Ongoing – individual	Assesses performance of faculty and staff in first seven years of

		processes	12 months before contract expiration		basis	appointment before continuing or permanent appointment is granted.
Achieving academic excellence	Attracting, motivating, developing and retaining faculty and staff	Faculty promotion	Annually	Spring 2010	Spring 2011	Assesses faculty level of accomplishment and value to the institution
Achieving academic excellence; engaging students for success; Accomplishing service excellence and operational efficiencies	Attracting, motivating, developing and retaining faculty and staff from diverse backgrounds	Affirmative Action Plan	Every ten years	Summer 2010	Summer 2020	Assesses the College's percentage of minorities and women in comparison to their availability in the workforce.
All	Maintain facilities in support of campus strategic plan, goals and objectives.	Annual capital work plan	Annually	April 2010	April 2011	Construction Fund review of past year's accomplishments and sign off on next year's work plan.
All	Maintain facilities in support of campus strategic plan, goals and objectives	Five year capital plan	Every five years	2009	2013	Five year work plan developed in concert with SUCF after assessment of campus needs
All	Maintain facilities in support of campus strategic plan, goals and objectives	Building Conditions Assessment	Annually	2010	2011	Annual update of building conditions performed by facilities staff to inform capital work plans.
All	Maintain facilities in support of campus strategic plan, goals and objectives	Campus Master Plan	Every 10 years	2010	2020	Master plan to sync capital plan goals with academic and strategic plan.
Accomplishing service excellence and operational efficiencies	Maintain facilities in support of campus strategic plan, goals and objectives	Formal assessments of maintenance activities	Every three years	2006	2009/10	Survey faculty, staff and students and facilities staff to assess state of facilities and identify concerns.
Accomplishing service excellence and	Maintain facilities in support of campus	Formal assessment of custodial services	Every three years	2008	2011	Survey faculty, staff and students and facilities staff to assess state of

operational efficiencies	strategic plan, goals and objectives					facilities and identify concerns.
Accomplishing service excellence and operational efficiencies	Maintain facilities in support of campus strategic plan, goals and objectives	Work order system analysis	Ongoing	Ongoing	Ongoing	Ongoing review of work order system to gauge performance and identify needs
Accomplishing service excellence and operational efficiencies	Maintain facilities in support of campus strategic plan, goals and objectives	External inspections of facilities under Environmental Health and Safety programs – Office of Fire Prevention and Control; DEC, PESH, etc.	Annually	2010	2011	Inspections assess compliance with laws, rules and regulations and identify areas where improvements need to be made. Any violations identified through these inspections are promptly resolved.

Inventory of Assessment Activities
College Advancement – Director Joel Smith

Strategic Plan Goal	Objective/Goal *(as reflected in your area mission statement, or the college mission statement)*	Assessment Tool or Measure	Assessment Cycle	Most Recent Assessment	Next Assessment	Outcome/Results
Engaging Students for Success and Accomplishing Service Excellence	Generate resources by achieving fund-raising goals	Audit	Annually	August 2009	August 2010	Did not achieve goal for FY 2009-2010; Detailed analysis and assessment of outcome provided to cabinet
Accomplishing Service Excellence	Generate resources by ranking in top half of Tech Sector for annual fund-raising	Voluntary Support of Education and SUNY Fund-Raising Reports	Annually	March 2010	March 2011	Did not achieve goal for FY 2009-2010; Detailed analysis and assessment of outcome provided to cabinet
Building Strategic Partnerships	Increase alumni engagement as the first step toward increasing alumni fund-raising support	Google Analytics, SmarterStats & Constant Contact for Quantitative Assessment; Listening Dashboard for Qualitative Assessment	Quantitative ranges from daily to monthly; Qualitative is daily	Quantitative & Qualitative= April 2010	Quantitative & Qualitative= May 2010	Have surpassed goal of 10% increase in alumni emails in first 12 months of alumni web site; surpassed goal in first 6 months
Building Strategic Partnerships	Increase participation in Alumni Weekend to increase engagement leading to increased fund-raising support	Alumni Weekend attendance and results of Satisfaction Survey	Annually	June 2009	June 2010	Alumni Weekend attendance, activities and events are assessed and modified annually based on satisfaction survey results in consultation with Alumni Advisory Board
Achieving Academic Excellence	Generate revenues to support campus priorities by increasing grant support and achieving goal of $1m in sponsored	Total of annual grants received	Annually	July 2009	July 2010	Continue to achieve goal

	research annually					
Achieving Academic Excellence	Create clear, consistent and compelling image of the college to support goals of increased academic excellence, meet/exceed enrollment goals, and generate resources.	Google News and newspaper clippings.	Daily	April 2010	May 2010	Quantitative and qualitative analysis allows assessment of depth and effectiveness of media/public relations efforts in effectively creating compelling, positive image of the college.
Building Strategic Partnerships	Achieve financial goals for College Foundation and related entities--The College Golf Course at Delhi and Riverview Inc.	Internal accounting system and Independent Audit	Internal reports and Independent Audit	Internal accounting= monthly; Audit=Annual; September 2009	Audit September 2010	Goals achieved

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

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

General Assessment Activities:
The last academic year was one of increased assessment activity. Academic areas that had not completed program reviews strengthened their efforts to do so. Among the highlights are:
*the formation of a college-wide assessment committee which has begun to assist with the program review process;
*a significantly revised general education program for baccalaureate students that provides greater flexibility;
*a successful accreditation follow-up report for our Construction Technology program was commended for its use of assessment data;
*our first (annual) assessment days produced new or revised student learning outcomes in many courses. The further incorporation of SLOs in our uniform course syllabus was a major result of our assessment days and a College Senate action. Some program areas have continued to meet with faculty members who have assessment experience;
 *a close examination and review of our writing program by Dr. Lynn Domina. This contributed to a change in our ELL placement policy to better serve students;
*after determining that the college offers a number of high credit degree programs, several programs took steps to modestly reduce credit requirements;
*a revision in general education documentation and reporting in liberal arts and sciences is in effect this year;
*improved program reviews are leading to specific steps toward program improvement and improved documentation. In some instances, specific steps have been taken as a result of these activities. A number of program reviews made significantly greater use of data.

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

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

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

Retention and Selectivity Data:
Over the past several years the college wide retention rate for first-time/full-time students has demonstrated steady improvement. In fall 2009 the rate for associate degree students reached 65%, although it dropped slightly in the last year. Our recent progress in boosting retention can be tracked through the table below. Although there was a slight decline in associate level retention, rates for bachelor's level and transfer students continue to be very high. This contributes directly to our efforts to improve selectivity. The college's overall level of selectivity continues to improve. Accepted students as a share of applicants ranged between 67%-68% in fall 2006 and 2007. In 2009 and 2010 the college accepted about 55-56% of applicants.
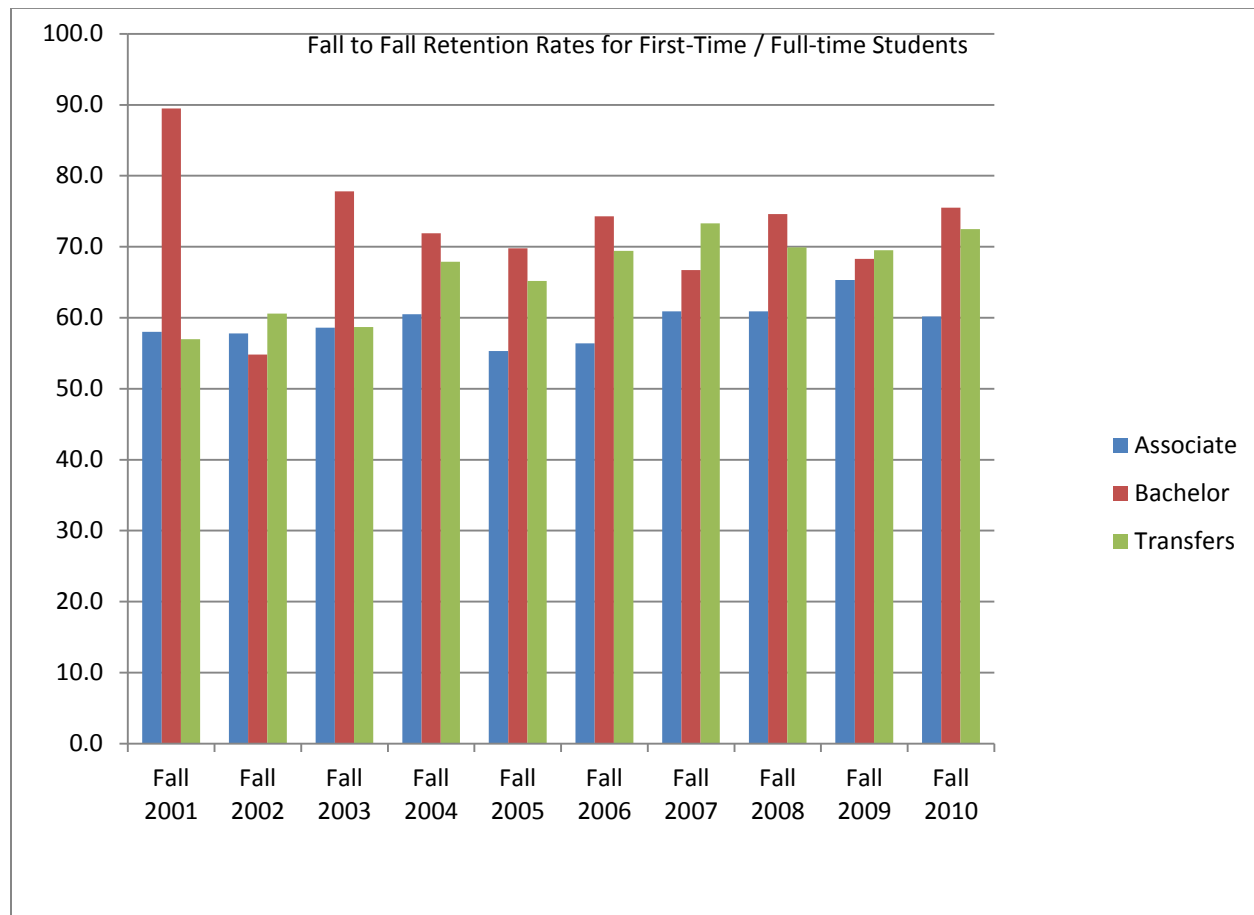
Probation and Dismissal:
After experiencing a steady decline over the prior four academic years in the percentage of students who are academically dismissed, the percentages showed little change for the fall '10-spring '11 academic year as compared to the prior academic year. Somewhat similar results are seen for the percentage of students on probation in 2010-11. However, there was a spike in the number of students on probation after the fall 2010 term. At the same time there continues to be a steady increase in the percentage of bachelor's degree students enrolled to an all-time high of 35%. Relatively few of these students are found among the ADs and probation students. Below are the numbers of students on probation and dismissed over the past three years.

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

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

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

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

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

Developmental Math and Math 128:
The math faculty has been assessing the 4th hour extended version of College Algebra for about four years**.** The course resulted from some concerns about the effectiveness of Math 095. The extended version seems to be a success. As part of their program review, the math faculty included the following data**:**

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

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

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

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

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

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

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

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

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

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

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

NCLEX-PN® Success Rates.

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

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

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

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

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

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

Appendix 1-8

Delhi
STATE UNIVERSITY of NEW YORK

Closing the Loop
SUNY Delhi
February 28, 2008

SUNY Delhi is generally satisfied with the results and methods used in its first triennial cycle of general education assessment. The implementation has not been without challenges and flaws, but most faculty members have been fairly diligent about selecting representative assignments, establishing norms in conjunction with colleagues, and scoring based on standards articulated in the assessment plan. It is fair to say that since 2002-03 we have moved from an uncertain understanding of how to effectively carry out the mandate to a more robust discussion of how to interpret and effectively use the most reliable of our results. In our initial efforts we found, too often, that the student works to be assessed were not necessarily good indicators of student learning, at least based on the adopted outcomes. In areas such as GE groups 4, 5, 6 and 9 this was satisfactorily addressed.

It seems appropriate here to reiterate our summary from the 2006-07 assessment report:

Most of the general education committee's attention has focused on better implementing the assessment of the student learning outcomes and the courses through which these are assessed. After the first three-year cycle, the faculty have become better versed in selecting representative samples, establishing clear, consistent norms and better assuring inter-rater reliability.

Assessment is still a work in progress. Each year more faculty members become engaged in the process and better able to conduct reliable/useful assessment of student work. The SCBA initiative prompted a much stronger effort to more fully integrate student learning outcomes within general education courses.

Using assessment results remains difficult. The numeric results do not seem to lend themselves to ready use for the improvement of teaching and learning.

It is important to note that there has been some unevenness in the actual implementation of the assessment initiative. Faculty members seem uncertain at times about how the assessment results can be used to improve the teaching process. This has been a source of some frustration, especially among faculty members who have earnestly attempted to engage in the assessment program.

Section I: Three areas seem to be in particular need of improvement. First, SUNY Delhi assessment of the social sciences has been problematic. The assessment process has routinely revealed that the assessment tools used in at least some of the social sciences are not consistent with the requirements or outcomes identified in the general education plan. This problem seems to have led to assessment results that often seem neither satisfactory nor firmly premised upon the campus plan. To be specific, some faculty members are submitting student works for assessment purposes that do not directly address one or more of the accepted student learning outcomes. Other faculty members have been reviewing/scoring this work and find, not surprisingly, that it does not satisfy the outcomes or standards articulated in our plan. In the case of both outcomes, *(1.Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis and 2. Knowledge of major concepts, models and issues of at least one discipline in the social sciences*) nearly 50% or more of students have either approached or failed to meet the agreed upon standards in much of the first cycle of assessment. These results are unsatisfactory although, given the problems described above, they are not necessarily an accurate reflection of student competencies in the social sciences.

Accordingly, Delhi will be adjusting its assessment of the social science outcomes by asking faculty members to submit the assignment(s) they plan to use for assessment purposes prior to the beginning of the semester. These will then be reviewed by the general education team for consistency with the agreed upon plan.

Foreign languages are another area in which the college's initial assessment proved unsatisfactory. The level of faculty engagement in the assessment process was simply too limited. However, with the addition of a new faculty member, we are developing a robust program of assessment consistent with the plan. This will include pre- and post-testing and a portfolio of exercises that directly assess written and verbal proficiency, as well as cultural literacy.

Recent searches for new faculty positions have emphasized the importance of assessment responsibilities. Each prospective job candidate is briefed on the general education program and their obligations under the assessment mandate.

The third area in which we anticipate change is in the critical thinking outcome pertaining to the ability to develop well-reasoned arguments. Although students seem reasonably adept at identifying arguments in the work of others, they are much less skillful in articulating, developing and defending their own ideas and arguments. Faculty deliberations and reviews suggest that these assessment results accurately reflect their observations and are not the result of any flaw in implementing assessment. Addressing this finding proves problematic. Faculty members in both the social and natural sciences who conduct assessment of critical thinking skills will meet regularly to discuss strategies intended to enhance the ability of students to develop and sustain a consistent line of

argument. Faculty members will also be encouraged to review steps being taken at other institutions to promote critical thinking skills.

Section II: Much of the focus of Delhi's general education efforts has been devoted to the expansion of the range of courses approved for students' satisfaction of general education and, therefore, subject to the assessment mandate. At the inception of the mandate, Delhi found that in, some areas, our course offerings were limited, such that it proved difficult for some students to select courses that satisfied the general education requirement. In some cases, elective courses have been offered with somewhat less frequency in order to ensure that a more complete range of general education courses were available. In a number of knowledge areas, including the arts, social sciences and other world civilizations, a concerted effort has been made to expand the range of general education offerings available to our students. Since the inception of the program, SUNY Delhi has added to its general education offerings classes such as History of Rock Music, Music in Black and White, Women's Studies, Race in America, Russian History, Ceramics and Comparative Politics

Although Delhi's assessment efforts have been focused on the general education program, the college has also piloted some other assessment initiatives. These include adding a fourth hour to one section of College Algebra and enrolling students who otherwise would have been directed to a developmental, pre-collegiate math class. Early results are promising. Students who persisted in the three credits, four-hour class fared as well as other College Algebra students in the traditional three-hour control group.

It should be noted that Delhi's last Middle States Self-Study included a focus on outcomes assessment and the campus has taken steps to embed assessment not solely in its general education program, but across the range of academic programs and services. Delhi reported on its progress in the realm of assessment in its 2007 Periodic Review Report to Middle States. The report was accepted by the Middle States Commission without major recommendations.

Appendix 1-9

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SUNY Delhi Fall Enrollments from 2001 to 2010
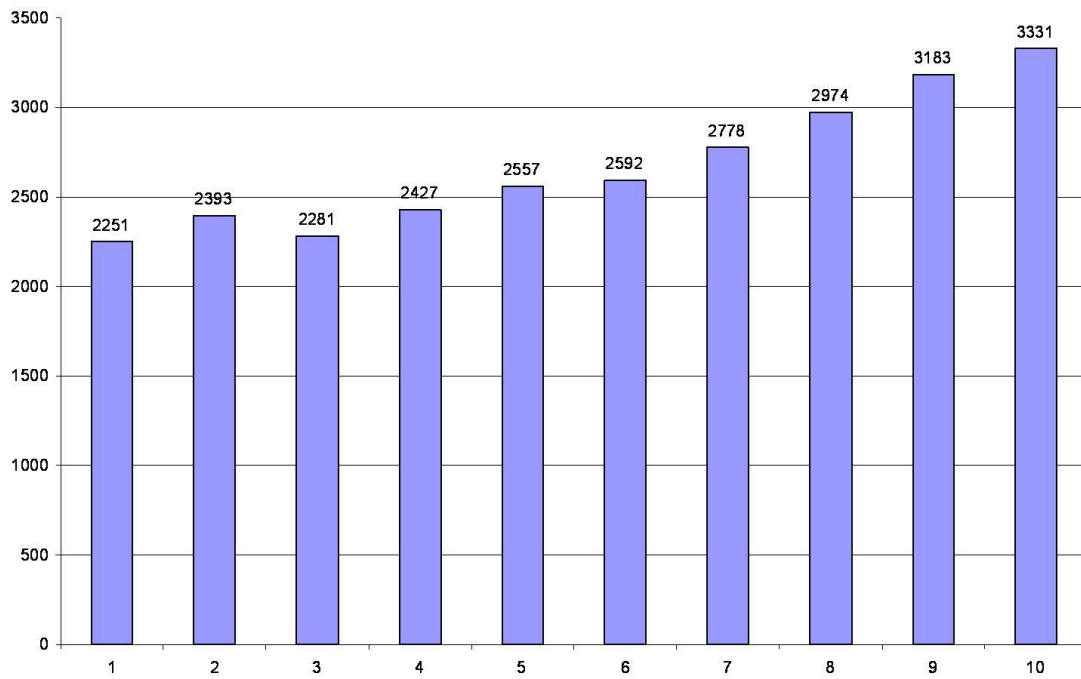
Prepared by Office of Enrollment Services, Craig Wesley, 11/1/2010

Committee Charge

Assessment Committee Charge

From Provost John Nader, September 8, 2010

Improving the effectiveness of the College's institutional, academic and co-curricular assessment efforts is among our highest priorities. Presently these efforts are, at times, uneven and uncoordinated. It is in this context that we are establishing a campus-wide assessment committee. Dean of Liberal Arts and Sciences and Director of Residence Life have accepted my invitation to co-chair this committee.

The broad charge of the committee is to aid in achieving the broad campus goal of sustaining a culture of assessment designed to support the continuous improvement of academic and co-curricular programs. Specifically the committee should:

- Track assessment programs across campus and monitor for compliance with the College's strategic plan and/or the mandates of external entities;
- assist academic and other functional areas in developing robust assessment efforts, based on measurable outcomes, by making available assistance from campus staff who engage in best practices in assessment;
- periodically report on the progress of the campus in sustaining and improving its assessment efforts;
- identify data, evidence and institutional research needed in order to improve and document assessment efforts;
- assist in improving efforts to "close the loop" by using assessment results to improve or strengthen academic programs and extra curricular programs and institution-wide improvement efforts
- coordinate with the Middle States Steering Committee to assure that recommendations for improving assessment, data gathering and analysis are seamlessly implemented.

Chapter 2 Appendix

Course Number / Name of Course

TERM:

CREDIT HOURS: **CARNEGIE UNITS:**

CLASS MEETING TIME: **LOCATION:**

INSTRUCTOR NAME: **OFFICE PHONE:**

OFFICE ADDRESS: **EMAIL ADDRESS:**

COURSE DESCRIPTION:

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

PRE-REQUISITES:

STUDENT LEARNING OUTCOMES:

(If this is a GE course, please be sure to include relevant GE SLO's)

COURSE OBJECTIVES:

MEASUREMENT CRITERIA:

(Criteria for measuring student learning outcomes should be listed here)

GRADING CRITERIA:

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

CLASS SCHEDULE OF TOPICS OR OUTLINE:

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

Required Materials

TEXT:

MATERIALS REQUIRED:

LAB FEE:

INTERNET/COMPUTER REQUIREMENTS:

EMAIL: You will be expected to access your College e-mail account. To access WebMail, go to the SUNY Delhi homepage at www.delhi.edu . Under Delhi Logins, select the WebMail link and log in.

Class Policies

ATTENDANCE POLICY:

(List your attendance policy, including whether or not you track tardiness)

ACADEMIC HONESTY:

(If your academic honesty policy goes beyond the Academic Integrity Policy below, insert it here; otherwise, delete)

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

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

CELL PHONES/TAPE RECORDERS/ELECTRONIC DEVICES IN THE CLASSROOM: Students are required to turn off cell phones (blackberries, etc.) in class and may not use recording devices, unless the student has a documented disability which permits recording, or permission of the course instructor. A student's refusal to turn off a cell phone will be cause for dismissal from class. In addition, the use of ANY electronic device which disrupts class will also be cause for dismissal from class.

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

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Reasonable accommodations will be provided to qualified students with documented disabilities. If you have a disability requiring accommodations in any class, contact and meet with the Coordinator of Services for Students with Disabilities. The office is in the Resnick Learning Center in Bush Hall and the office number is 746-4593. Your request for accommodation will be discussed and if determined reasonable, you will be provided with the verification letter that must be taken to your course instructor for a signature and returned to the Disability office within 10 days.

SAFETY POLICY:

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

DELHI

College of Technology

State University of New York

OFFICE OF ACADEMIC PROGRAMS & SERVICES

Procedures for Curriculum Development and Revision

1. Curriculum proposals are developed by faculty in the instructional unit responsible for providing the program.

2. a.) Before the proposal leaves the program/department and division, it must have approval of the division dean and division faculty. During division reviews, the proposal is judged on its academic merit, its relation to the program, and its feasibility within the resources of the division.

    b.) A proposal developed by one division in response to or primarily for the benefit of another division requires approval by both divisions and both division deans prior to submission to the Committee.

3. Prior to submission to the Curriculum Committee, proposals must be submitted to both the Director of the Library and the Associate Registrar for a statement of impact to be included in the proposal sent to the Committee.

4. Proposals having division approval are to be submitted in the form of the attached outline; 13 paper copies and an electronic copy to the Secretary of the Provost, no later than thirteen working (13) days in advance of the scheduled Curriculum Committee Meeting at which the proposal will be considered.

5. Proposals that require considerable preparation for external approval, such as proposals for new academic programs, need *to* seek Curriculum Committee approval only for the planning of the program and must include measurable learning outcomes as per the College catalog. *For follow-up, see below.

6. All other proposals must complete the impact statement in Part I of the outline, and (Part II that includes a statement of targeted learning outcomes, detailed course content, and a statement pertaining to assessment for these outcomes. Please consider your responses to these questions carefully. 'Not applicable' is rarely a sufficient response.

7. The Chair of the Curriculum Committee will notify the division dean of the inclusion of the proposal in the Curriculum Committee agenda. Appropriate faculty shall present the proposal and respond to questions at the meeting in which it is discussed.

8. Courses to be reviewed for the following semester must be submitted and approved prior to development of the printed class schedule (usually October and March).

9. The function of the Curriculum Committee is to explore the impact of all proposals on the various segments of the College (Part II of the outline). Although the Committee presumes the academic quality of each proposal, it may ask questions relating to academic merit for clarification.

Divisions = Applied Sciences & Recreation; Business & Hospitality; Liberal Arts & Sciences; Technology
Departments = Nursing & Allied Health; Veterinary Science
Programs = everything else

10. The Curriculum Committee votes to recommend approval or disapproval of the proposal by the College Senate and College President. No proposal, regardless of Curriculum Committee action, is accepted or rejected until the ***Provost*** notifies all involved parties in writing of the status of the proposal, based on the decision of the College Senate and the College President.

*Submission of academic program proposal - See Memorandum to Presidents, Vol. 96, No. 1, 5/16/96, and booklet outlining New Guidelines for the Submission of Undergraduate Academic Program Proposals.

Deactivate academic program - See Memorandum to Presidents, Vol. 88, No. 10, 12/28/88

Divisions = Applied Sciences & Recreation; Business & Hospitality; Liberal Arts & Sciences; Technology
Departments = Nursing & Allied Health; Veterinary Science
Programs = everything else

DELHI

College of Technology

State University of New York

OFFICE OF ACADEMIC PROGRAMS AND SERVICES

PROCEDURES

OUTLINE FOR COURSE DEVELOPMENT AND REVISION

Name of Division:

Name of Program:

Name of Faculty Making Presentation:

Date of Division Approval:

Date of additional Division Approval if appropriate: *(see 2 in Procedures for Curriculum Development and Revision)*

PROPOSAL:

RATIONALE: *(include Statement of Need or reason(s) for proposing change)*

IMPACT STATEMENT

All proposals must complete the impact statement (Part I) and **(Part II) a statement of targeted learning outcomes, detailed course content, and an example of** *description methodology of assessment for these outcomes.*

I. FINDINGS OF PROGRAM/DEPARTMENT AND DIVISION REVIEW OF PROPOSAL *(to be completed by proposer)*

> *Note: All impacts should be carefully considered --- any impact statement considered incomplete by the Committee would result in the proposal being tabled until revised. Rarely (except for 'E') will a given impact statement be 'not applicable'.*

A. Relation of the proposal to the philosophy of the discipline, program, and/or department.

B. Statement of specific need:

  1. anticipated enrollments -
  2. anticipated source of students -

C. Statement of additional resources needed and how they will be obtained:

  1. Staff. *Staffing requirements should be given in terms of F.T.E's using 15 FTE as the standard for a full-time faculty. For example the addition of a new 3 credit hour course would require 0.20 FTE to staff for one section. Similarly the deletion of a 3 credit hour course would be a -0.20 FTE). If multiple sections are anticipated (from enrollment estimates) then multiply the FTE for one section by the number expected to be needed.*

Divisions = Applied Sciences & Recreation; Business & Hospitality; Liberal Arts & Sciences; Technology
Departments = Nursing & Allied Health; Veterinary Science
Programs = everything else

2. Equipment and supplies: *Do not overlook computer time required of the student by this course*.

Please include estimated student computer time per week for each of the following:
- Network (internet):
- Stand-alone:
- Software: *Please list any non-standard software needed.*

3. Facilities.

- Classroom: Lecture _____   Lab _____

- Computer equipped:

  - Network -
  - Stand-alone -
  - Software -

- Other:

4. Start-up costs:

5. Costs to students:

6. Library. *It is the responsibility of the proposer to obtain a statement from the **Director of the Library** detailing the impact the proposal will have **in** the library.*

7. CAPP. It is the responsibility of the proposer to obtain a statement from the Director of Advisement & Retention detailing the changes it will have in the CAPP Program.

D. Is this course comparable to similar courses at other institutions?   *If so, please give two catalog examples of similar courses elsewhere.*

E. Distance Learning Component *(i.e. Internet, e-mail, distance learning, videotape for distance learning purposes, etc. Proposer should address the following questions if distance learning in any form is a part of, or expected to become a part of, the proposed course or curriculum.)*

1. How does the instructor plan to assess student learning in the course?

2. How does the instructor assure that the distance delivery mechanisms facilitate appropriate interactions between instructor and students and among students both in and out of the classroom?

3. Are the learning outcomes for this course similar to those used for comparable courses offered on campus?

4. Does the course have the same degree of coherence (i.e., labs), comprehensiveness and available learning resources (i.e., class textbooks, reserve material, etc.) as similar courses offered on campus?

5. What contingency teaching plan exists if technical difficulties occur?

F. General Education Component *(to be completed if Proposer will petition for course to fulfill a General Education Requirement)*

1. Which of the 10 Student Learning Objectives (SLO's) would the course fulfill?

Divisions = Applied Sciences & Recreation; Business & Hospitality; Liberal Arts & Sciences; Technology
Departments = Nursing & Allied Health; Veterinary Science
Programs = everything else

2. How does the instructor plan to assess the learning outcomes required by the SLO(s)?

For example: SLO 7   Objective (provided by the Liberal Arts & Sciences Division): Students will demonstrate an ability to synthesize ideas from primary and/or secondary sources. Measure (provided by Proposer): Students will develop a well-supported thesis regarding two or more primary and/or secondary sources in a written assignment and/or an essay exam.

G. Information needed for setting up a new course in the Banner catalog.

Course Title (31 characters or less)	
Credit hours	
Division	
Carnegie units	
Hours in lecture	
Hours in lab	
Other hours	
Grading mode (N [A, A-, etc?] P/NP [pass/no pass?]or other [please specify])	
Upper or Lower division	
On campus or off	
Schedule type: lecture, lab, seminar, recitation, tutorial, independent study, intern, distance learning	
Pre-requisites if any; minimum passing grade for course	
Description (1 paragraph for catalog)	
Co-requisites, if any	
Restrictions, if any	
Equivalencies[1], if any	
Cross-listed courses, if any	

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[1] An equivalent course is a course that has been superseded by another. For example, UNIV 103 replaces ENGL 103. The latter replaced the former.   A cross-listed course is one that has an identical twin with a different name, e.g., ARTS 115 and ARCH 115. Same course, different discipline and number.

Divisions = Applied Sciences & Recreation; Business & Hospitality; Liberal Arts & Sciences; Technology
Departments = Nursing & Allied Health; Veterinary Science
Programs = everything else

II.

A. **NEW COURSE INFORMATION**

DELHI
State University of New York
College of Technology
Delhi, NY 13753

COURSE NUMBER:

COURSE TITLE:

CREDIT HOURS:

CARNEGIE UNITS:

PREREQUISITES:

COURSE DESCRIPTION:

    Catalog Description

COURSE OBJECTIVES:

    List the 6 – 8 course objectives that are in the course outline which would be given to a faculty member teaching the course.

COURSE CONTENT:

    Detailed course content that would be given to a faculty member teaching the course.

ASSESSMENT:

    Assessment will be at the discretion of the instructor. It will be a combination of quizzes, exams, homework assignments, and projects in accordance with the guidelines and criteria for course levels established by the curriculum committee.

B. CHANGES IN CREDIT REQUIREMENTS FOR DEGREES

    Include the original grid of courses with total credits, and the new grid with total credits. Identify where the changes are being made in required courses and/or credits.

Divisions = Applied Sciences & Recreation; Business & Hospitality; Liberal Arts & Sciences; Technology
Departments = Nursing & Allied Health; Veterinary Science
Programs = everything else

DELHI

College of Technology

State University of New York

OFFICE OF ACADEMIC PROGRAMS & SERVICES

Procedures for Curriculum Development and Revision

Changes in Pre-Requisites, Alphanumeric, and Course Title ONLY

1. Curriculum proposals are developed by faculty in the instructional unit responsible for providing the program.

2. a.) Before the proposal leaves the program/department and division, it must have approval of the division dean and division faculty. During division reviews, the proposal is judged on its academic merit, its relation to the program, and its feasibility within the resources of the division.

    b.) A proposal developed by one division in response to or primarily for the benefit of another division requires approval by both divisions and both division deans prior to submission to the Committee.

3. Proposals having division approval are to be submitted in the form of the attached outline (*13* copies) and emailed to the Secretary of the Curriculum Committee no later than thirteen working (13) days in advance of the scheduled Curriculum Committee Meeting at which the proposal will be considered.

4. Proposals to change pre-requisites, alphanumeric and credit hours must complete the impact statement and the following sections of the curriculum proposal form.

5. The Chair of the Curriculum Committee will notify the division dean of the inclusion of the proposal in the Curriculum Committee agenda. Appropriate faculty shall present the proposal and respond to questions at the meeting in which it is discussed.

6. Courses to be reviewed for the following semester must be submitted and approved prior to development of the printed class schedule (usually October and March).

7. The function of the Curriculum Committee is to explore the impact of all proposals on the various segments of the College. Although the Committee presumes the academic quality of each proposal, it may ask questions relating to academic merit for clarification.

8. The Curriculum Committee votes to recommend approval or disapproval of the proposal by the College Senate and College President. No proposal, regardless of Curriculum Committee action, is accepted or rejected until the ***Provost*** notifies all involved parties in writing of the status of the proposal, based on the decision of the College Senate and the College President.

DELHI

College of Technology

State University of New York

OFFICE OF ACADEMIC PROGRAMS AND SERVICES

OUTLINE FOR CHANGES IN COURSE PRE-REQUISITES OR CREDIT HOURS

Name of Division:

Name of Program:

Name of Faculty Making Presentation:

Dates of Division Approval:

PROPOSAL:

RATIONALE: *(include Statement of Need or reason(s) for proposing change)*

IMPACT STATEMENT

Information needed for setting up a new course in the Banner catalog.

Course Title (31 characters or less)	
Credit hours	
Division	
Carnegie units	
Hours in lecture	
Hours in lab	
Other hours	
Grading mode (N [A, A-, etc?] P/NP [pass/no pass?]or other [please specify])	
Upper or Lower division	
On campus or off	
Schedule type: lecture, lab, seminar, recitation, tutorial, independent study, intern, distance learning	
Pre-requisites if any; minimum passing grade for course	
Description (1 paragraph for catalog)	
Co-requisites, if any	
Restrictions, if any	
Equivalencies[1], if any	
Cross-listed courses, if any	

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[1] An equivalent course is a course that has been superseded by another. For example, UNIV 103 replaces ENGL 103. The latter replaced the former.   A cross-listed course is one that has an identical twin with a different name, e.g., ARTS 115 and ARCH 115. Same course, different discipline and number.

DELHI

College of Technology

State University of New York

OFFICE OF ACADEMIC PROGRAMS AND SERVICES

PROCEDURES

OUTLINE FOR COURSE DEVELOPMENT AND REVISION

Name of Division: Business and Hospitality Division

Name of Program: BBA in Technology Management; Information Technology, Information Systems Auditing and Control.

Name of Faculty Making Presentation: John McKinley

Date of Division Approval: November 15th and 16th

PROPOSAL: Add new course for the BBA in Technology Management; Information Technology, Information Systems Auditing and Control, ACCT 310 Accounting Information Systems.

RATIONALE: This course is a required course in the new BBA in Technology Management; Information Technology, Information Systems Auditing and Control.

IMPACT STATEMENT

This will be an additional course.

I. FINDINGS OF PROGRAM/DEPARTMENT AND DIVISION REVIEW OF PROPOSAL

    A. Relation of the proposal to the philosophy of the discipline, program, and/or department.

This course is part of the proposal which follows the general philosophy of the department in trying to stay current with the real world. It covers material required for the Certified Information System Auditor test. With the new requirements for the CPA exam of 150 hours, students will be able to take additional courses at a master's level and also meet the requirements for that exam.

    B. Statement of specific need:

        1. anticipated enrollments
        10 – 15 students
        2. anticipated source of students
        Current Accounting and CIS AAS graduates and articulation agreements with other two year colleges.

    C. Statement of additional resources needed and how they will be obtained:

        1. Staff.

Divisions = Applied Sciences & Recreation; Business & Hospitality; Liberal Arts & Sciences; Technology
Departments = Nursing & Allied Health; Veterinary Science
Programs = everything else

.20 FTE for one section of Accounting Information Systems

2. Equipment and supplies:

There is no anticipated additional equipment or supplies needed

3. Facilities.

Classroom: Lecture 3

4. Start-up costs: None

None required

5. Costs to students:

No additional cost already required to purchase a textbook

6. Library. Attached.

7. CAPP. Attached.

D. Is this course comparable to similar courses at other institutions?

This course is a required course in four year accounting programs. Course descriptions from SUNY Oswego and Bowling Green State University are enclosed.

SUNY Oswego

ACC 305 Accounting Information Systems

This course develops the ability to understand accounting information as a system to be managed. A general overview of accounting information systems is provided. Computer technology is discussed, particularly with respect to control issues. Database management and transaction process are discussed. Systems security issues are addressed. Prerequisites: Acc 201 and 202 and Csc 101.

Bowling Green State University

ACCT 460. Accounting Information Systems

General systems concepts and theory. The collection and processing of accounting information. Internal control aspects of accounting systems. Systems life cycle in an accounting framework. The interface of accounting systems and computer technology. Prerequisites: admission to the accounting specialization, MIS 200 and C or better in ACCT 321 or ACCT 331, or consent of department

E. Distance Learning Component

At this time is not applicable.

F. General Education Component

Not applicable

Divisions = Applied Sciences & Recreation; Business & Hospitality; Liberal Arts & Sciences; Technology
Departments = Nursing & Allied Health; Veterinary Science
Programs = everything else

G. Information needed for setting up a new course in the Banner catalog.

Course Title (31 characters or less)	ACCT 310 Accounting Information Systems
Credit hours	3
Division	Business and Hospitality
Carnegie units	3:3,0
Hours in lecture	3
Hours in lab	0
Other hours	none
Grading mode (N [A, A-, etc?] P/NP [pass/no pass?]or other [please specify])	Normal
Upper or Lower division	Upper
On campus or off	On campus
Schedule type: lecture, lab, seminar, recitation, tutorial, independent study, intern, distance learning	Lecture
Pre-requisites if any; minimum passing grade for course	ACCT 125 Managerial Accounting with C- or better **and** CITA 110 or CITA 130 or permission of the instructor
Description (1 paragraph for catalog)	This course is designed to study elements of accounting information systems. Conceptual modeling, implementation of accounting transaction processing systems, enterprise value chains, business processes, documentations, and control requirements are emphasized.
Co-requisites, if any	none
Restrictions, if any	none
Equivalencies[1], if any	none
Cross-listed courses, if any	none

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[1] An equivalent course is a course that has been superseded by another. For example, UNIV 103 replaces ENGL 103. The latter replaced the former.   A cross-listed course is one that has an identical twin with a different name, e.g., ARTS 115 and ARCH 115. Same course, different discipline and number.

Divisions = Applied Sciences & Recreation; Business & Hospitality; Liberal Arts & Sciences; Technology
Departments = Nursing & Allied Health; Veterinary Science
Programs = everything else

II.

A. NEW COURSE INFORMATION

<div align="center">

DELHI
State University of New York
College of Technology
Delhi, NY 13753

</div>

COURSE NUMBER: ACCT 310

COURSE TITLE: Accounting Information Systems

CREDIT HOURS: 3

CARNEGIE UNITS: 3:3,0

PREREQUISITES: Grade of "C-" or better in ACCT 125 or permission of instructor

COURSE DESCRIPTION:

This course is designed to study elements of accounting information systems. Conceptual modeling, implementation of accounting transaction processing systems, enterprise value chains, business processes, documentations, and control requirements are emphasized.

COURSE OBJECTIVES:

1. Improve their abilities to understand business processes, risks and controls.
2. Understand the current changing environment in accounting systems and the move from traditional general ledger systems to enterprise resource planning systems.
3. Understand accounting system design tools such as data modeling and to provide hands-on application of data modeling concepts using database management software.
4. Understand accounting system documentation procedures such as system flowcharts.
5. Understand basic principles of internal controls in an AIS environment.

COURSE CONTENT:

UNITS:

1. <u>Introduction to Integrated Enterprise Information Systems:</u>
   a. Defining integrated enterprise systems.
   b. Identifying impediments to integrating information systems.
   c. Difference between natural phenomena and constructs.
   d. Reengineering.
2. <u>Introduction to Semantic Modeling and REA Ontology:</u>
   a. Identification and representation of object patterns, and business script patterns.

     b. Identification of different levels of modeling of an enterprise: value system, value chain, task.

3. <u>Value System and Value Chain Modeling:</u>
    a. Identification of external business partners, resources exchanged between business partners, and developing a value system level model.
    b. Identification of business process – financing, payroll, acquisition, conversion and revenue – and developing a value chain.

4. <u>Introduction to Business Process Modeling: Capturing Accounting Information and More:</u>
    a. Constructs of entity-relationship conceptual including participation cardinalities, resources, events, agents and conceptual modeling notation.
    b. Sales/collection, acquisition/payment, payroll, conversion and financing processes.
    c. Focus on accounting for business transactions.

5. <u>Task Level Modeling and Documentation of Business Accounting Processes:</u>
    a. Differences between task level and business level and modeling.
    b. Systems flowcharts, process level modeling.
    c. System flowcharts, data flow diagrams.
    d. Differences between manual systems, traditional computerized accounting systems, and enterprise systems using a relational model.

6. <u>Converting Conceptual REA Models to Relational Databases:</u>
    a. Differences between conceptual, logical and physical database models and converting from conceptual models to logical models to physical database models.

7. <u>Retrieving Accounting and Other Information from Relational Databases:</u>
    a. Querying relational databases, structured query language, querying using database software.
    b. Developing queries for the acquisition/payment, revenue/collection, and conversion business processes as well as across business processes.

8. <u>Business Process Design and Documentation for the Acquisition/Payment Process:</u>
    a. Identify activities and documents common to the acquisition/payment process for various enterprises.
    b. Identify components of the REA ontology in the acquisition/payment process.
    c. Create and REA Business process level model for an enterprise's acquisition/payment process.

9. <u>Business Process Design and Documentation for the Revenue/Collection Process:</u>
    a. Identify activities and documents common to the revenue/collection process for various enterprises.
    b. Identify components of the REA ontology in the revenue/collection process.
    c. Create an REA business process level model for an enterprise's revenue/collection process.

10. <u>Business Process Design and Documentation for the Conversion Process:</u>
    a. Identify activities and documents common to the conversion process for the various enterprises.
    b. Identify components of the REA ontology in the conversion process.
    c. Create and REA Business process level model for an enterprise's conversion process.

11. <u>View Integration and Implementation Compromises:</u>
    a. Identify steps needed to integrate multiple business process level REA models.
    b. Identify and create common conceptual level, logical level and physical level implementation compromises.

Divisions = Applied Sciences & Recreation; Business & Hospitality; Liberal Arts & Sciences; Technology
Departments = Nursing & Allied Health; Veterinary Science
Programs = everything else

12. <u>Introduction to Enterprise System Risks and Internal Controls:</u>
    a. Describe the relationship between enterprise risks, opportunities and internal controls.
    b. Explain levels at which enterprise risks occur.
    c. Identify specific internal controls to prevent, detect and recover from enterprise risks.

ASSESSMENT:

Assessment will be at the discretion of the instructor. It will be a combination of quizzes, exams, homework assignments, and projects in accordance with the guidelines and criteria for course levels established by the curriculum committee.

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

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

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

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

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

2 required areas	Critical Thinking	Information Management

*If you entered SUNY between fall 1998 and fall 2009, you may need to complete courses in each of the ten areas, but your advisor may tell you about other options. If you entered SUNY before 1998, the SUNY-GER may not apply.

Chapter 3 Appendix

Appendix 3-1

Applications and Decisions from Fall 2004 to I Fall 2010

	2010	2009	2008	2007	2006	2005	2004*
applications received	6537	6263	5911	4978	4364	3967	3866
change from previous year	4.4%	6.0%	18.7%	14.1%	10.0%	2.6%	9.9%
actionable applications	5398	5116	4934	4157	3509	3271	3597
as percent of total apps submitted	82.6%	81.7%	83.5%	83.5%	80.4%	82.5%	93.0%
accepted	3603	3541	3550	3409	2940	2794	3011
as percent of apps received	55.1%	56.5%	60.1%	68.5%	67.4%	70.4%	77.9%
denied	1795	1575	1384	748	569	477	586
as percent of apps received	27.5%	25.1%	23.4%	15.0%	13.0%	12.0%	15.2%
net deposits	1603	1535	1545	1439	1356	1269	1389
as percent of accepted apps	44.5%	43.3%	43.5%	42.2%	46.1%	45.4%	46.1%

note: in 2004, most students with incomplete files were sent denial letters prior to the start of the semester

csw 072911

Delhi
STATE UNIVERSITY of NEW YORK

Mildred & Louis Resnick Library
SUNY Delhi

Library Assessment Team

Report on the Assessment of Collections, Instruction & Reference,
Facilities, and Services

Containing Executive Summary, Report, and Appendixes

June 19, 2008

Resnick Library Assessment Team Report

Executive Summary

The Library Assessment Team was formed in the Fall of 2007, and charged with organizing and examining past data to determine trends, gaps, and areas for improvement in various aspects of the library.

Data from academic years 2004-Spring 2008 were reviewed in regard to: collection usage; student ability to find useful materials; student satisfaction with facilities, equipment, and spaces; student awareness and satisfaction of/with materials and services, and information literacy outcomes.

Challenges the team faced included available data that was imperfect and limited, turnovers in team members and limited time to devote to the Library Assessment Team work time. Staff changes in both librarians and staff over past three years may have also contributed to a lack of constant and accurate data available.

Some items have already been addressed in Unit Plans and changes are underway, including a Library Assessment Team Action Plan (see Appendix IV), which details areas of needed improvement, with library staff to be assigned to various tasks in the coming academic year.

The executive summary includes the four main sections, and quick highlights from the data.

June 2008

Services
- Instruction
  - Requests for instruction sessions have remained constant.
  - Students remark on the usefulness of instruction after a session and the desks have seen an increase in desk questions over the past year, but they do not mark it as important when surveyed about it in broader surveys.
  - Severe lack of date here: student surveys after instruction, student satisfaction, and faculty surveys on satisfaction with instruction sessions and with information literacy outcomes on research papers.
- Information Desks- Reference and Circulation
  - 30% of questions are related to technology; another 30% to short reference: library functions as technology center and research center.
  - Increase in questions over the past two years, but not on same volume as past years.
  - Satisfaction is high, but importance ranking is low in surveys.
  - Good data available for desk stats, but not for patron opinion and evaluation.
- ILL, Blogs and IM
  - In satisfaction and user surveys, a very small percentage of students are aware of these services. Presents an area for needed outreach.
  - Excellent data on ILL usage.

Resources
- Print material
  - Usage has increased over the past three years.
  - High use areas in circulating collection and ILL indicate needs: history and literature are high ILL borrow and high use. Nursing and Culinary collections are chart-toppers in transactions and item usage respectively; these collections are serving their patrons (low ILL borrows).
  - Surveys indicate an apathy for the importance of what materials are available in the library, despite this high usage.
  - Excellent data keeping in print collection.
- Databases & Electronic Resources
  - Exponential growth in use: 36% growth per year in full text downloads and highest percentage of resources used on research papers.
  - High ILL of articles may indicate a need for more full text databases or more print journals.
  - As with print, surveys indicate an apathy for the importance of databases, despite high usage.
  - Need more data on satisfaction and usage of these resources.

Technology
- Computers
  - Satisfaction levels are high for the campus as a whole on surveys, but the importance of adding more computers in the library was ranked very high:

students want more computers, but they want them in the library in specific.

- o Technology questions on the desks represent 30% of all questions: shows the library as a place of technology: students expect it.
- o No questions on student opinion survey pertaining to satisfaction with technology in the library.
- o Need more data in this area: facility usage data was available but not used in study, and there is a lack of data on perception and satisfaction with technology in general.
- Laptops
  - o Highest average transactions per item: 1 laptop is used approximately 45 times per year.
  - o Ranked low in importance on surveys: students use them frequently, yet find other forms of technology more useful.

Facilities
- Satisfaction is lowest of the four categories in facilities, yet second highest in ranked importance: students find this important.
- Study Areas
  - o High importance on surveys, but lack of satisfaction with study areas on campus.
  - o Comfortable seating ranked high in importance also: current study areas are not suiting the needs and expectations of the students.
- More data needed on satisfaction and usage within the library.

Library Assessment Team Report

Resnick Library Assessment of Collections, Instruction & Reference, Facilities, and Services

June 19, 2008

Team Members:

Janet Billek
Steve Dixon
Anna Reed
Angela Rhodes
Maria Wesley

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The Library Assessment Team was charged with organizing and examining past data to determine trends, gaps, and areas for improvement in various aspects of the library. Specific areas that we were asked to concentrate on include: collection usage, success in finding useful materials, adequate facilities, equipment, and spaces; awareness and satisfaction of/with materials and services, and information literacy outcomes.

Each team member took specific parts of the data and examined what was available, and what questions could be answered from them. Janet and Anna examined circulation and ILL data, Steve examined satisfaction/usage surveys, and Angela examined instruction and reference data. Janet left her position in April of 2008, and no longer was able to contribute to the team, and we also added Maria in January, who was able to assist with the overall management of the project and to assist where the other team members needed her.

It was determined that looking at the past 3 years would give us enough data to see trends and make accurate analyses. Our date ranges were from the school years of 2004/2005 through our current school year: 2007/2008. Each portion has been given its own section; an index of all figures used in the report are listed in Appendix I, and all data used for each section is listed in Appendix II. A summary and overarching trends section is the final portion of the report, which gives information about the larger themes in the data, as well as where the library needs improvement and where the library excels in both data gathering and performance. All progress reports are also included in the report as Appendix III. Appendix IV is the library's action list: areas that the library intends to improve upon based on the findings from the report.

In-house Circulation

Janet Billek, Anna Reed, Angela Rhodes, & Maria Wesley

The key questions asked in this section pertained to the overall performance of the collection. The purpose of the collection is to be of use to the research needs of the faculty, students, and staff. In order to understand whether the collection has been able to adequately provide for this population, the following questions were asked, and for each question asked, data was gathered that would answer it:

- Does the library's collection development reflect the highest-used sections of the library?
- Are the library's highest use areas in our highest enrollment figures?
- Are the library's highest enrollment areas receiving the proper allocation of the acquisitions funds?
- Does the usage per division reflect purchasing patterns?

Each of these questions can be asked by the analysis of three main components of statistics:

- Aleph reports run to show circulation by title and year.
  - This will output information per title that was circulated each year. It will show the collection the title was from (circulation, reference, reserves, etc), the call number on the item (which will reflect subject areas to compare to majors/divisions), and the number of transactions per title (a single title may circulate many times). It was run to check for all circulation types as well (in-house use, check-out, and renewals).
- Acquisitions budgets and expenditures per year.
  - This will show the allocation of the acquisitions budget into five major divisions. It will not only show the funding, but also the number of items purchased. With this list, we can split the five major divisions into their appropriate academic divisions and majors.
- Enrollment statistics from the registrar's office.
  - This will show the number of students enrolled per year within each major/division. With this data, comparisons can be made with circulation and acquisitions in order to determine whether our collection development is serving the largest number of students and faculty (it would be assumed that if the number of students within a division is large, the number of faculty for that division would be proportionately large).

Findings

In order to best compare the data for this section, it is important to reflect on each individual section first. The first chart is a tabular format of the enrollment divisions, the majors within, and the library's divisions for acquisitions (each of four library divisions corresponds to the four overarching divisions laid out by SUNY Delhi), the librarian responsible for collection development and outreach, and the collection in Library of Congress Call Numbers for each major. These categories will be referred to when examining and explaining other data, and will use similar color combinations to distinguish groups.

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Division Symbols, Majors, Collection Development, & LC #'s			
Collection Development Divisions & Librarian	**Enrollment Division**	**Majors within Division**	**Library Call Numbers Associated** [*]
1 **Angela Rhodes**	11	Landscape, Horticulture, Parks & Recreation, Sports, PE	G, SB, TH
	12	Veterinary Science	SF, QL
	13	Golf, Turf	GV, SB
2 **Pamela Peters**	20	Software Development, Network Administration, IT, Accounting, Business, Marketing	H-HF, QA, T, TA, TK
	25	Hotel, Resort, Restaurant, Food Service, Travel, Tourism, Culinary	G, TX
3 **Julia Iannello**	94	Liberal Arts, Math, Science, Undeclared, Humanities, Social Science	B-F, H-Q
	95	Nursing	R
4 **Steve Dixon**	33	Carpentry, Plumbing, Electrical, Auto, Heat, AC, Welding, Refining	T-TT
	34	Construction, Engineering, Architecture, CADD	NA, QA, TA, TH

Figure 1

Below is a separation of data collected from three key areas: student enrollment, circulation, and acquisitions & collection development.

Student Enrollment
Over the past three years, student enrollment has steadily increased. This means there is an increase in the student population and variations in the enrollment per major. Expectations can be made about where the heaviest volume of usage of the collection will be situated, as well as an anticipation of future needs for the collection development and the budget allocation.

The first chart (figure 2) is the average distribution of majors from the past three years, with the library liaison responsibilities in corresponding colors.

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[*] Call numbers represent the full range of books that begin with that letter, except where specific call numbers have been pulled out to represent specific subject headings.

Average Enrollment Per Major 2005/2006-2007/2008

Legend:
- □ Landscape, Horticulture, Parks & Recreation, Sports, PE
- ■ Veterinary Science
- ■ Golf, Turf
- □ Software Development, Network Administration, IT, Accounting, Business, Marketing
- ■ Hotel, Resort, Restaurant, Food Service, Travel, Tourism, Culinary
- □ Carpentry, Plumbing, Electrical, Auto, Heat, AC, Welding, Refining
- ■ Construction, Engineering, Architecture, CADD
- □ Liberal Arts, Math, Science, Undeclared, Humanities, Social Science
- ■ Nursing

Figure 2

One of the first things to notice is that no major holds a high majority. The highest average enrollment is in Hotel, Restaurant, Tourism, and Culinary at 19%. This is followed at 18% by Liberal arts, Undeclared, and Sciences. The lowest percentage is in Golf and Turf Management, with only 4% of the average enrollment. When these majors are combined into the collection development divisions, there is a fairly even distribution of the student enrollment that each librarian is responsible for: Angela (Division I) at 21%, Pamela (Division II) at 30%, Julia (Division III) at 25%, and Steve (Division IV) at 24%.

The next chart (figure 3) represents the trends in enrollment per division over the past three years. Again, the colors of each major have been matched to the library liaison for the division. The enrollment for each division is stacked on top of each other to also show the total enrollment per year.

Student Enrollment Per Year (2005/2006-2007/2008)
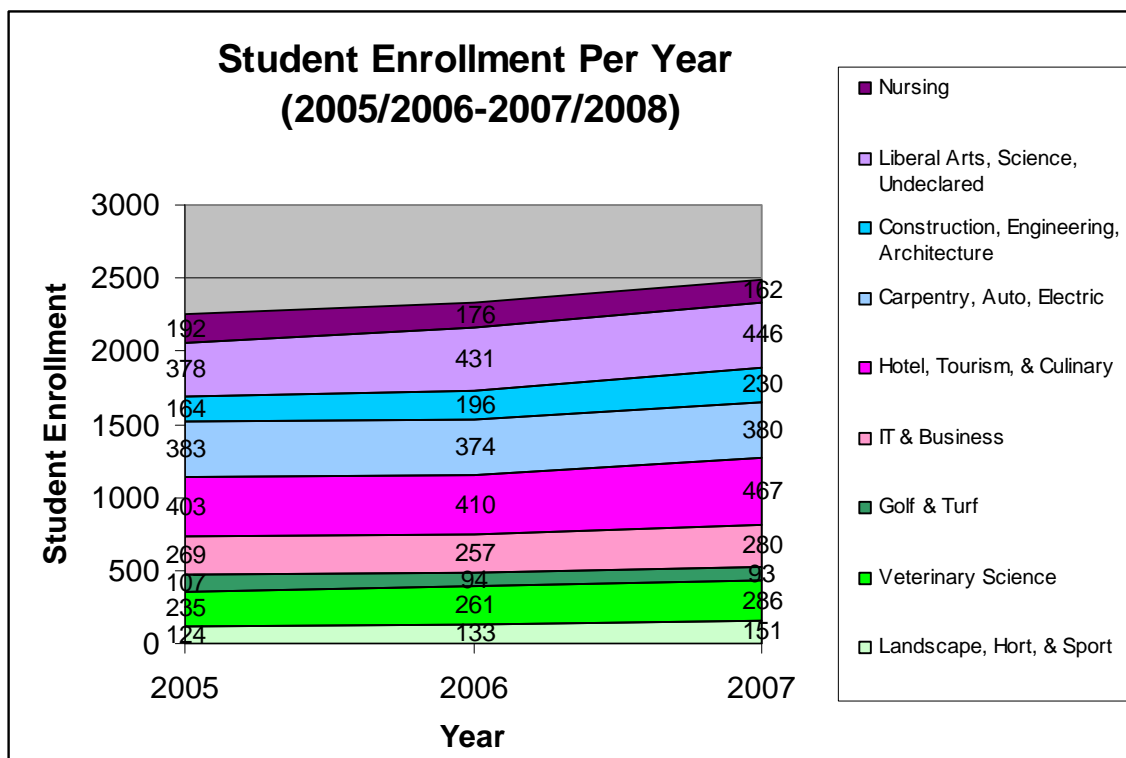
Figure 3

From the graph in Figure 3, areas of consistency, growth, and decline in enrollment can be seen from the past three years. Per year, majors that have seen consistency include Carpentry, Auto, & Electric (+/- 5 from average) and Golf & Turf (+/- 7 from average). All majors except Golf & Turf (-7.5 average decrease) and Nursing (-22 average decrease) have seen an average increase in enrollment every year for the past three years. The three majors that have experienced the largest average increases each year are Hotel, Tourism, & Culinary (+ 60.5 average increase), Construction, Engineering, & Architecture (+ 50 average increase), and Liberal Arts, Science, & Undeclared (+ 41.5 average increase).

The Circulation of the Collection
There are many ways to represent the available data from the past three years. Because it is organized on a by-title-per-year basis, trends can be seen not only over time, but also by call number and collection.
In order to better understand the data and wording used to describe it, explanations have been made for the terms frequently used:
- Each special part of the collection has a designated code the library uses to distinguish it from the overall library collection. These include **Circulation** (CCIRC), **Reference** (RREF), **Reserves** (CPRES & TPRES), and **Videos** (CVID).
- **Library of Congress Call Numbers** (LC) uses a series of alpha-numeric codes for most items. Each code represents a particular subject. Therefore, on a broad level, the letters represent broader subject areas which can be cross-referenced with majors.
- **Non LC Items** are those that do not receive an LC number, yet are still counted as part of the circulating collection. These include the following items:

- o **Interlibrary Loan** (ILL) is the term for items that have been circulated that have been brought in from another library at the borrower's request.
  - o **Leisure Reading** (LR) is the term for books and videos that are designed to be more popular in nature, and used for leisure purposes.
  - o **Leisure Music** (LR-Music) is the term for CDs and tapes that are used for leisure purposes.
  - o **Access Cards** is the term for the passes and keys that patrons are required to check out in order to access certain parts of the building.
  - o **Laptops** are available for checkout for use in the library.
- **Transactions** is the term for the total number of times an item is used, either by check-out of the material, a renewal of the material, or a count internally.
- **Item circulation** is the usage of an individual item, regardless of the frequency of use (transactions).
- **Transaction per item** is the average number of times an item circulates in an academic year, based on the collection it is part of.

Circulation by Collection
The first graph (figure 4) represents the total transactions of the top ten collections per year for the last three years. Each area of color is a representation of the usage, and those individual usages are stacked on top of each other to also reflect the total transactions.
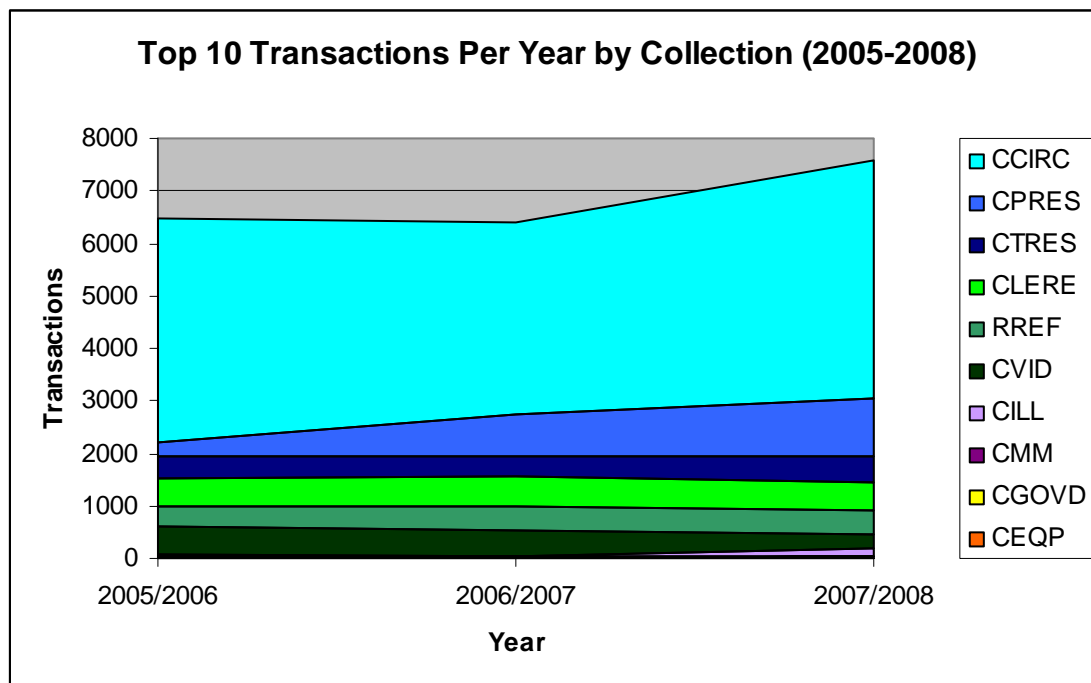
Figure 4

From this graph, trends in usage become clear. There has been an overall increase in transactions in the past three years, and the largest number of transactions is consistently in the Circulating collection (CCIRC) with an average of 4,163 transactions for 2,603 items (1.6 average transactions per item). The permanent reserves collection (CPRES) has seen a large

increase in usage over the past three years (from 262 transactions in 2005/06 to 1,079 transactions in 2007/08), mainly due to the access cards and laptops being added to the permanent reserves collections in the year 2006/2007. This collection has an average of 709 transactions for 75 items (9.4 average transactions per item). Temporary reserves (CTRES) have stayed relatively stable, which would indicate that professors are steady in their demand of materials to be kept at the library for student usage. This collection has an average of 442 transactions of 68 items (6.5 average transactions per item). Another collection whose usage has stayed consistent over the three year period is the leisure reading and music (CLERE). These have a high transaction per item usage (1.93 average), though the collection does not circulate at the same rate as the circulation collection. Additionally, usage of the reference collection (RREF) has remained stable. Usage of this collection is the least represented/accurate since it is one of the collections that do not leave the building, and many patrons return the books to the shelf rather than leaving them out to be counted. Another collection that does not have an accurate representation of the total usage is in the journals (PJURN), since in-house usage, which is the majority of usage, is not a part of the circulating data.

The circulating video collection (CVID), despite continued collection development, has seen a marked decrease in the past year (from 561 transactions in 2005/06 to 254 transactions in 2007/08). Interlibrary-loans (CILL) have increased from 13 transactions in 2006/07 to 150 transactions for 2007/08. The reason for this is that the ILL items are normally deleted from the system, and the left-over items that were picked up from the report run were those that were missed in the deletion process. In the current year, most of the items have not been deleted from the system as yet, which accounts for the high number.

Circulation by Call Number
The next two graphs (figures 5, 6) represent the average transactions per item circulated from 2005/2006-2007/2008. Figure 5 represents the range of the Library of Congress Collection, which includes circulation, reference, videos, and some reserves. Figure 6 represents the various non-LC collections, which include access cards, laptops, ILL, and leisure reading and music. The area in blue represents the average transactions for the corresponding call number, while the area in green represents the average items for the same call number. Those areas where the blue is most visible are areas where the collection is getting the most usage per item (greater value to the students and faculty per item on the shelf, either purchased or donated).

The first graph is the transactions-per-item graph for the LC collection[†]. While looking at the data, it is important to note that the LC numbers pulled for statistics were separated out if there were trends of high usage for a particular section. For example, transactions and items circulated for the subject areas that started with the letter C (subject: sciences of history) were low enough to group all Cs into one figure, whereas transactions and items for subject areas that started with the letter P (subject: literature) were high enough to break into four sections: PNs (subject: literature- general), PRs (subject: literature- British), PSs (subject: literature- American), and all other Ps (P-PZ).


[†] Corresponding majors to LC numbers can be viewed under the first chart of the findings section.
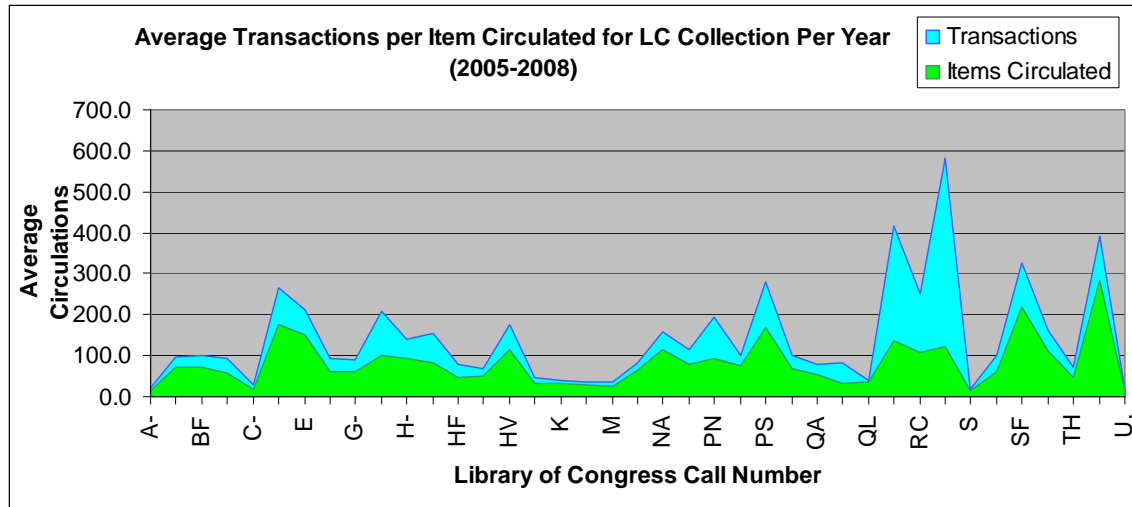
Figure 5

Below is the transactions-per-item graph for the non-LC items. The most important thing to note is that the transition from one type of item to another does not correspond to any kind of series: it is simply the order in which they were placed on the graph (from the lowest transactions per item to the highest).
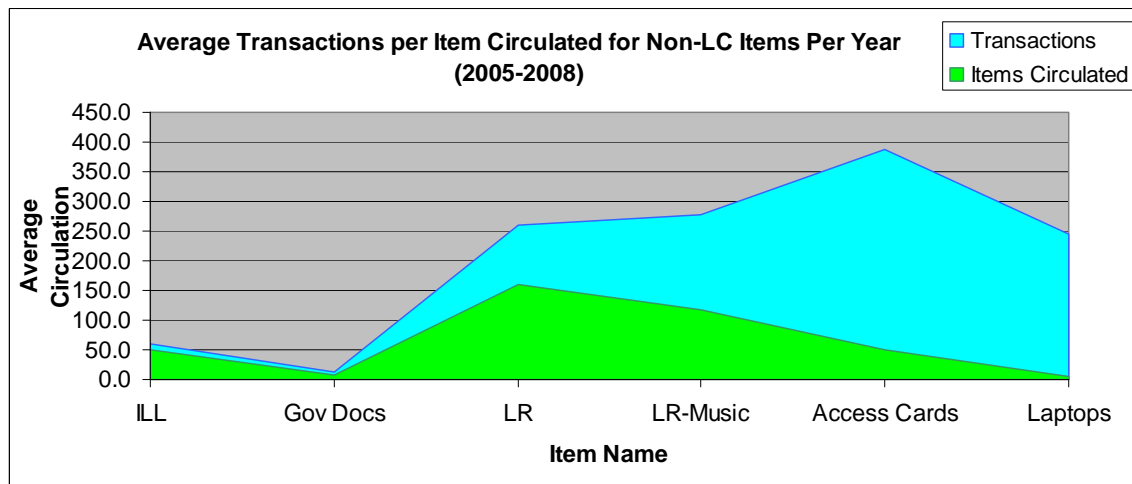
Figure 6

From these two graphs, trends in usage become very clear. High spikes in the graph represent the greatest circulation, yet in order to thoroughly discuss the findings from these graphs, the data was organized into three top-ten lists: highest average transactions, highest average item circulation, and highest average transactions per item. These lists were generated with both LC and non-LC compared together.

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Top 10 Highest Average Transactions by Call #			
	Averages		
	Average Use 2005-2008		
Call Number	**Transactions**	**Items**	**Average Transactions Per Item**
RT	582.7	121.7	4.8
R (not RC, RT)	418.0	134.7	3.1
TX	391.7	284.7	1.4
Access Cards	388.7	51.0	7.6
SF	326.3	218.3	1.5
PS	279.7	170.3	1.6
LR-Music	277.0	118.7	2.3
D-DZ	267.3	175.7	1.5
LR	260.3	159.7	1.6
RC	252.3	108.0	2.3

Figure 7

When the highest average transactions per year are considered, the most staggering figures (figure 7) come from the Rs (subject: medicine) in the LC collection. The Rs were broken into three sections to analyze: RCs (subject: internal medicine), RTs (subject: nursing), and R-RZ (except RC and RT). Even broken up, these LC sections have each made the top ten list for highest transactions. Other areas of the LC collection that received high transactions per year include the SF's (subject: animal culture), the TXs (subject: home economics), the PSs (subject: literature-American), and the D-DZs (subject: history- all except American). Non-LC areas on the top ten list for transactions include Access Cards (highest non LC), and the Leisure Reading and Leisure Music.

Top 10 Highest Average Item Usage by Call #			
	Averages		
	Average Use 2005-2008		
Call Number	**Transactions**	**Items**	**Average Transactions Per Item**
TX	391.7	284.7	1.4
SF	326.3	218.3	1.5
D-DZ	267.3	175.7	1.5
PS	279.7	170.3	1.6
LR	260.3	159.7	1.6
E	213.0	149.3	1.4
R (not RC, RT)	418.0	134.7	3.1
RT	582.7	121.7	4.8
LR-Music	277.0	118.7	2.3
HV	176.0	116.7	1.5

Figure 8

In considering the **Transactions** data in Figure 8, it is important to keep in mind that there must be at least that many items to circulate. Lower numbers of items available will limit how many are capable of circulating. All but two of the figures (Leisure Reading (LR) and Leisure Music (LR Music) pertain to the LC collection. The highest numbers of items that are used are in the TXs (subject: home economics). As is visible from the chart, many of the highest average transactions are also in the highest item circulations. New LC numbers that were not on the transactions list were the Es (subject: history- America) and the HVs (subject: social pathology, social and

public welfare, & criminology).

Top 10 Average Transactions per Item by Call #			
	Averages		
	Average Use 2005-2008		Average Transactions Per Item
Call Number	Transactions	Items	
Laptops	244.7	5.7	43.2
Access Cards	388.7	51.0	7.6
RT	582.7	121.7	4.8
R (not RC, RT)	418.0	134.7	3.1
QH	82.0	34.0	2.4
RC	252.3	108.0	2.3
LR-Music	277.0	118.7	2.3
PN	194.0	93.0	2.1
GV	206.7	100.7	2.1
HD	153.3	81.0	1.9

Figure 9

Although it does not seem relevant at first glance, the transactions per item circulated brings to the forefront the items in the collection that receive the most "bang for the buck." In other words, items purchased or donated from these collections, when used, have a higher likelihood of being used frequently than others. The highest on the list are the laptops, which are used an average of 43 times a year per laptop. The next highest is access cards, which is to be expected considering student usage of the 3rd floor and special rooms. The only other non-LC collection on the list is the Leisure Music, where, on average, a single item can be expected to circulate at least 2 times a year. LC collections on this list that are repeats from the other sections include all of the Rs, which can also be expected since this category of items is on both the high transactions and high items list. All other LC collections on the list are new: QHs (subject: biology- general), PNs (subject: literature- general), GVs (subject: recreation & leisure), and HDs (subject: industries, land use, & labor).

Overarching Trends in Circulation

- The Rs are the most frequently used materials in the LC collection. It indicates an area of high demand from the students and faculty, and it should be expected that appropriate funds are being allocated for it. The major that corresponds closest to the LC call number is nursing.
- The TXs are also highly used, though to a lesser extent than the Rs in most instances. The corresponding major is the culinary arts.
- The third area worth mentioning specifically is the SFs, which have made it to both the highest transactions and highest items list. The corresponding major is veterinary technology.
- General categories that also receive high usage are the Ds, Hs, and Ps, which correspond with history, social sciences, and literature. Because of the many majors that could utilize these collections, it should be expected that demand for them is as high as it is.
- For the two Leisure collections to be a part of the top ten list for both highest average transactions and highest average item circulations should bring to light the need to more closely examine these collections. There are no library funds dedicated to collecting more material in these sections; these collections were created and depend solely on gifts and donations.

Collection Development and Acquisitions

The library is responsible for the acquisition of new materials for the library. Based on collection development policies and trends in enrollment and circulation, the library's budget is spent in four divisions, each with a librarian representative[‡]. The amount allocated to each division may also vary depending on supplemental grants and donations in the form of funding. The Olive B. Price fund is a supplement to the nursing majors' library budget, while the Merrill fund is responsible for the veterinary sciences majors. The library has been following a collection development plan (in regards to the policies) to build designated areas of the collections based on accreditation standards for majors, research needs for advanced degrees, and to supply specialized areas for interlibrary loans to other academic schools.

The data that follows (figures 10, 11) was gleaned from the collection development & acquisitions database, and includes figures from the past two years (2006/07-2007/08), and includes purchases and gifts in the form of books and media. No electronic resources or serial acquisitions are included in the figures.

The first graph (figure 10) is the distribution of items and gifts that are purchased per year, on average. Note that the reference/general/library division makes up a fifth overall piece of collection development.

Figure 10

The first graph (figure 10) is the distribution of items and gifts that are purchased per year, on average. Note that the general division makes up a fifth overall piece of collection development.
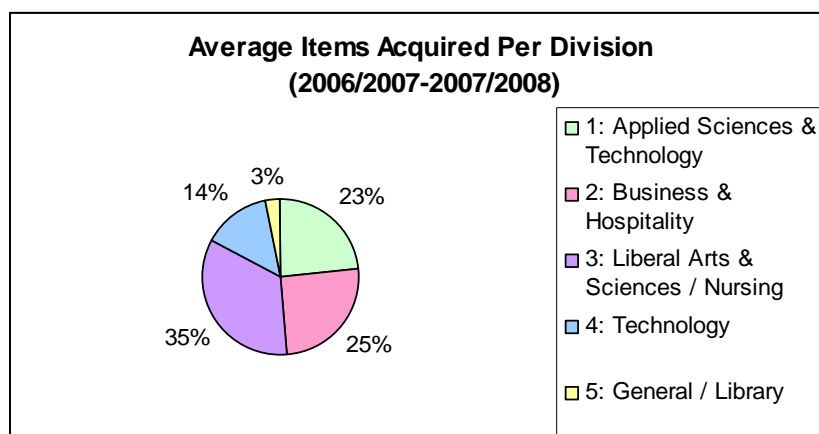
Note that the distribution of collection development is spread fairly evenly across

the four divisions, though the area with the lowest average collection development is in division 4: technology. However, the chart is calculated by number of items purchased, rather than distribution of the budget. It must be noted that the cost of purchasing items in one division may be more expensive than the same amount of items purchased in another. The influence of the number of gifts to the library has also greatly affected the liberal arts and sciences area, where gifts represent 24% of the overall acquisitions figures. No other division is comparable in volume of gifts, where on average only 2.6% of the overall acquisitions per division are in gifts.

The next graph is the total item purchases over the past two years. This shows trends over the past two years in which there have been variations in the level of purchasing, without the influence of gift acquisitions.

[‡] To view library divisions, library liaison, and portion of collection development responsibility, see the first chart of the circulation section.

Figure 11

It can be seen that the levels of purchasing per year may vary greatly as the demand and requests change. The comparisons with other influencing areas, such as enrollment, circulation, and interlibrary loan figures will be listed in the baselines and summary section.
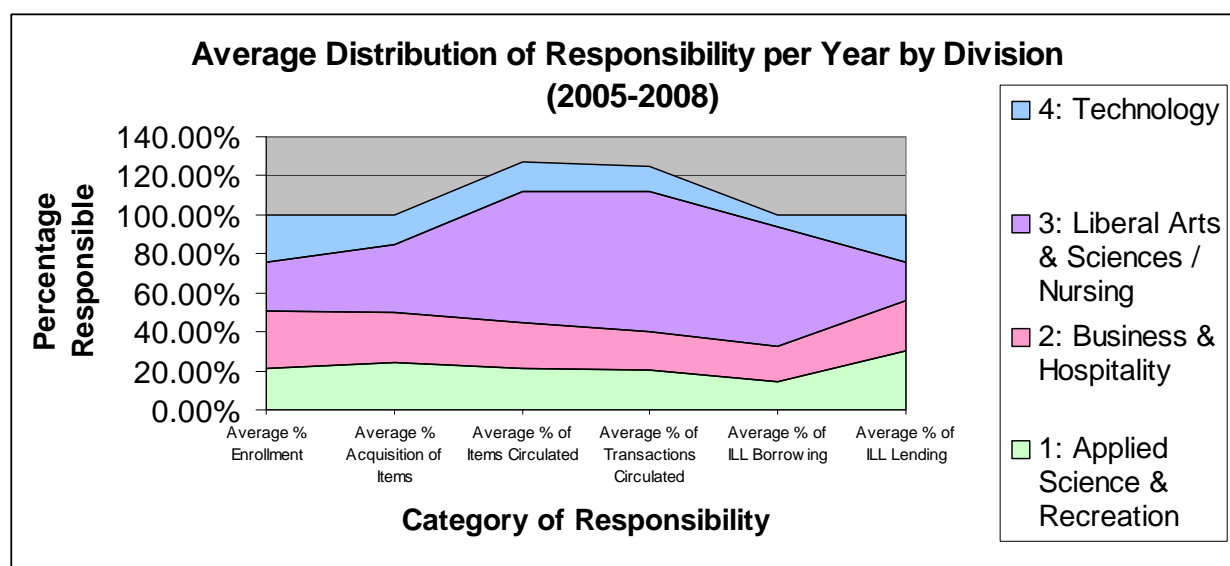

Total Purchases Per Division (No Gifts)
2006/2007-2007/2008
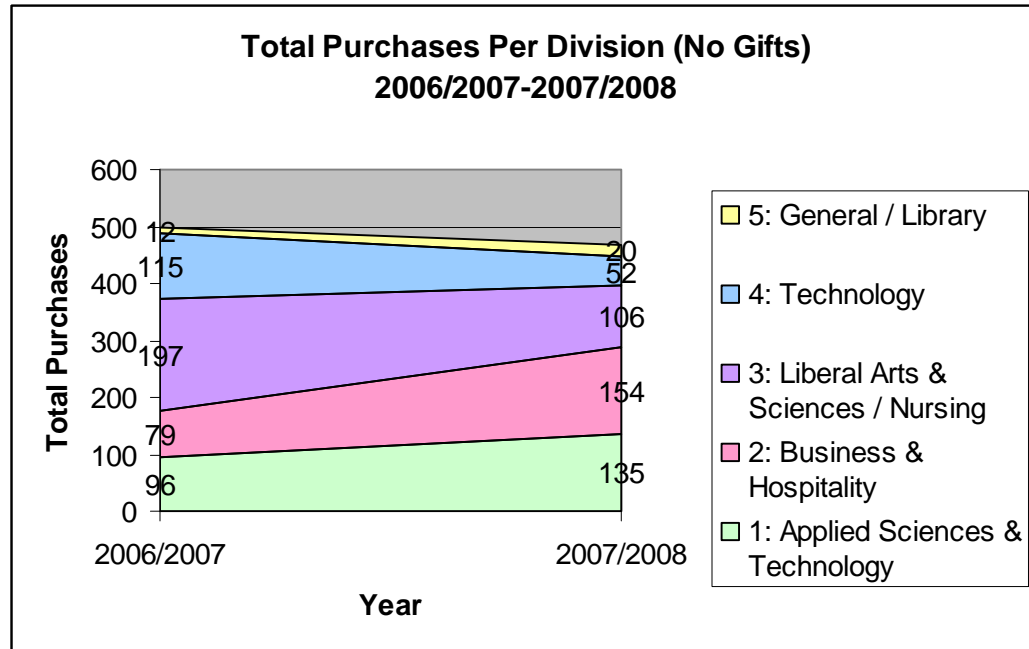
Baselines and Summary

The chart and following graph (figures 12, 13) represent the overarching trends related to all portions in this section as a single comparison by library division. It also includes overarching trends in interlibrary loan. The details concerning that portion of the report are listed in the next major section.

Responsibilities Per Library Division						
	Average % Enrollment	Average % Acquisition of Items	Average % of Items Circulated	Average % of Transactions Circulated	Average % of ILL Borrowing	Average % of ILL Lending
1: Applied Science & Recreation	20.95%	24.24%	21.50%	20.70%	14.49%	30.58%
2: Business & Hospitality	29.45%	25.52%	22.90%	19.70%	18.29%	25.43%
3: Liberal Arts & Sciences / Nursing	25.20%	35.33%	67.40%	71.80%	61.28%	19.50%
4: Technology	24.39%	14.91%	15.30%	12.70%	5.94%	24.48%

Figure 12

The next chart (figure 13) is a graphical representation of the table above. Areas where the chart is higher than 100% represents the circulation statistics, where there is overlap in call number responsibility.

Average Distribution of Responsibility per Year by Division (2005-2008)

Legend:
- 4: Technology
- 3: Liberal Arts & Sciences / Nursing
- 2: Business & Hospitality
- 1: Applied Science & Recreation

Figure 13

- Overall, the distribution of acquisitions, circulation, and interlibrary loan matches enrollment figures. Areas of large discrepancies are given their own sections.
- Division 4

It is important to discuss division 4 as its own section because of the volume of resources that this division requires. Each major section, nursing and liberal arts, are discussed separately.

- o The collection of items in the library that have received the most attention, both from acquisitions and circulation, are those that correspond to nursing. It is interesting to note that although usage of the collection (R's) is high, and has increased over the past three years, their enrollment figures have decreased. Roughly 7% of the average student enrollment is responsible for an average of 22% of the transactions and 11.4% of the items circulated. Nursing also represents roughly 3% of the borrowing and lending in interlibrary loan. Yet, in the 2007/2008 year, nursing represented only 5.9% of the overall acquisitions of items.
- o In the liberal arts and sciences, representation is high again, yet this time in enrollment, circulation, and ILL. Liberal arts represents roughly 18% of the average student enrollment while being responsible for an average of 49% of the transactions and 56% of the items circulated. Liberal arts are also responsible for 58% of the items borrowed from interlibrary loan and 21% (highest) of the lending. In the 2007/2008 year, liberal arts represented 28.4% of the overall acquisitions of items.
- o Leisure reading and music is another area of seemingly high importance because of its high transactions (7.9% of average total transactions) and item circulations (7.8% of average total item circulations). As mentioned earlier, this section relies completely on gifts, but because of its high rates of use, it is a section that needs

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more attention than it is currently receiving. If this section were to be coupled with the LC literature section, it would represent 15% of average total transactions and 17% of the item circulations. It is also worth noting here that the literature represents 17.9% of ILL borrowing. Literature is a section in need of attention.

- Hotel, Business, & Culinary has the highest average enrollment of all the majors, representing 19% of the student enrollment. However, their representation in the circulation of materials is not as high as would be expected. Their section is responsible for 8.7% of average total transactions and 10.8% of average total item circulations. In interlibrary lending, demand for the materials in this area are even with most other majors, representing 11.4% of average total lending, but 9.7% of average total borrowing (second highest borrowing). Their overall acquisition of items for the 2007/2008 year was approximately 23.5% of the total items acquired.

Problems Encountered

- The largest problem concerning data gathering for the circulation statistics portion was for the enrollment figures by major. It was difficult to find a document that separated each division into the majors without getting into the different degree programs within each major.
- The gathering of statistics for the circulation figures was not started until late in the spring semester. Thus, it represents the past three years of data starting from 2005/2006 and moving forward to the 2007/2008 year, whereas other sections of the report may have started and ended a year earlier.
- In the acquisitions and collection development, only the most recent academic year (2007/2008) contained an accurate distribution of items purchased per major. Other years were separated into the library divisions 1-4, but there were very few cases where the major within the division was made note of. Only data from 2006/2007 and 2007/2008 were used as part of the statistics. In the future it will be helpful to keep accurate records of the major that corresponds with a purchase.

Suggestions for Improvement

- The circulation statistics are thorough to such an extent that it is difficult to put forth suggestions for the improvement of data gathering. The only point worth mentioning is that if statistics are done on the level that has been accomplished here, the data will more accurately reflect acquisitions, areas for outreach, and improve the efficiency of the collection on an ever-dwindling budget.
- Another area worth mentioning is to incorporate the statistics for databases and journals (both online and print) in future analysis of usage per major and corresponding LC subject headings.
- In future studies of acquisitions, it will be important to not only examine item purchases, but also percentage of budget allocation. Also, in acquisitions, it is important to better-document the subject-heading or enrollment division that an item is meant for in order to have a more accurate picture of purchases per division.
- For future studies, it will also be important to include the number of faculty requests per division. This will show faculty involvement in the collection development process, and can be compared with faculty satisfaction with the collection. This data is already

available in the acquisitions information, yet it was not thought useful at the time to gather and analyze.

Interlibrary Loan Circulation

Anna Reed & Angela Rhodes

Interlibrary loan circulation was given its own section because what is loaned either from or to other libraries is kept as a separate set of statistics that impacts the library's overall performance in a way that is somewhat different from analyzing the library's print circulation in house. It can represent areas where the library's collection is either inadequate for those who use it (what is borrowed from other libraries) and what the library's collection is contributing to the academic community at large (what is loaned to other libraries). In general, the data gathered stemmed from only one source: the ILL management system, which documents the borrowing and lending of all materials. What follows are the findings, baselines, problems encountered in gathering and analyzing the data, and finally some suggestions for improvement of data gathering.

Findings

This section is separated into ILL Borrowing statistics and ILL lending statistics. "ILL comparisons" analyzes and compares the two in a third section. It should be noted that the statistics are based on two years only: 2005/2006 and 2006/2007. Data for the most recent year were not yet completed, and the lack of data was skewing the statistics for the other two years. This past year was also when the client that managed ILL lending and borrowing switched from CLIO to Illiad. No statistics have been extracted from Illiad yet.

ILL Borrowing

In ILL Borrowing, two types of data can be analyzed. The first is the volume of materials that are being borrowed from other libraries. The other is the type of borrowers that are requesting these materials. Each will give an idea of where the library was not able to fulfill a need with in-house materials. It may also indicate the number of those that are aware of this service to begin with.

The first graph (figure 14) represents the total ILL borrowing from 2005/06-2006/07. The two years are stacked on top of each other to show total transactions for both years combined.

Total ILL Borrowing by LC Call Number by Year (2005/2006-2006/2007)

Y-axis: Total Borrowing (0, 100, 200, 300)

X-axis (LC Call Number): A-AZ, BL, E, GV, H-HZ, J, M, PN, PS, QL, RC, SB, TH, Gov

Legend: 2006/2007, 2005/2006
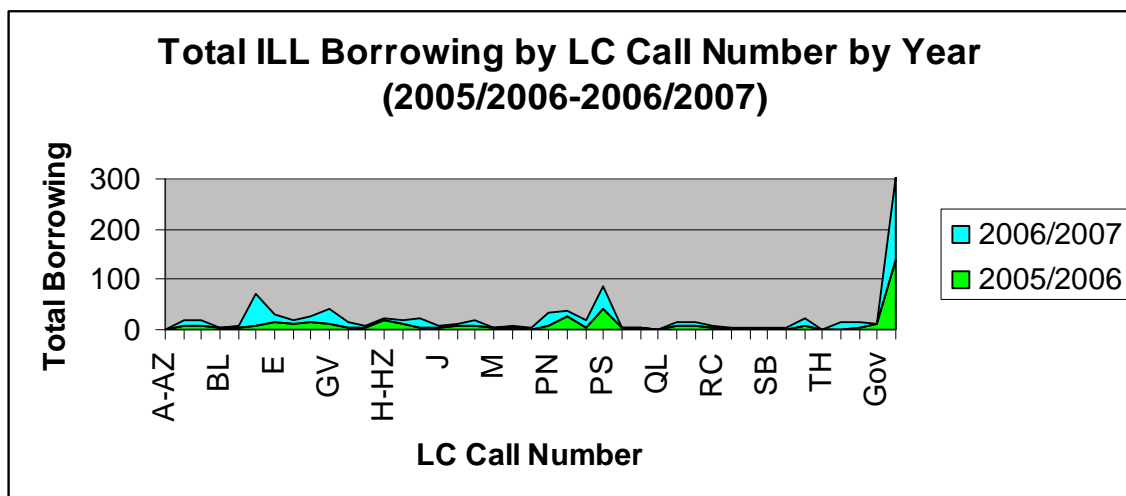
Figure 14

From the graph in figure 14, it is apparent where the highest and lowest volumes of borrowing requests stem from. The highest borrowing call number represented is one in which no call number was assigned to the item. These items without call numbers usually represented article requests from journals, though the LC call number associated with the journal was not part of the data gathered. Nearly ¼ of all borrowing statistics are from articles, but the data is not as accurate because the grouping of it is not complete if no call number can be associated with the journal the article came from. Borrowing increased from 2005/2006 (421 total borrows) to 2006/2007 (564 total borrows), though how this 33.9% increase occurred can only be surmised by either an increase in knowledge of the ILL service or an increase in demand from a new class of researchers, either faculty, students, or other.

The chart below (figure 15) represents the top ten call numbers that were borrowed from other libraries. Listed is the borrowing and lending for both years, as well as the average for both and the average difference between the two (lending minus borrowing). A negative number in this category represents a higher borrowing number, while a positive number represents a higher lending number.

Top 10 Highest Average ILL Borrowing by Call Number						
	Year				Averages	
	2005-2006		2006-2007		Average Use 2005-2007	
Call Number	Borrow	Lend	Borrow	Lend	Borrow	Lend	Lend-Borrow
Blank	138	139	166	65	152.0	102.0	-50.0
PS	43	12	43	15	43.0	13.5	-29.5
D-DZ	9	9	64	9	36.5	9.0	-27.5
GV	13	24	29	16	21.0	20.0	-1.0
P-PZ (not PN, PR, PS)	25	7	12		18.5	7.0	-11.5
PN	9	15	26	11	17.5	13.0	-4.5
E	15	15	14	6	14.5	10.5	-4.0
G-GZ (not GV)	16	12	10	16	13.0	14.0	1.0
H-HZ (not HD, HF, HQ, HV)	18		6	13	12.0	13.0	1.0
HV	5	13	18	8	11.5	10.5	-1.0

Figure 15

From this chart the highest trends in borrowing are clearer. Those areas that are most sought after (other than articles) are in the Ds (subject: history- all except America), Es (subject: history-American), all Ps (subject: literature) except for British literature, all Gs (subject: geography, anthropology, and recreation), Hs (subject: social sciences), and HVs (subject: social pathology, social and public welfare, & criminology). From this data, it can be assumed that what the library provides in-house on these subjects does not adequately meet the needs of the users, or that these areas are high-research subjects where, even though the in-house collection is adequate, it is impossible to provide for every need. It is interesting to note that, for four of the highly borrowed call numbers, there is a high negative number for the average difference between lending and borrowing. The top three subjects borrowed (PSs, Ds, and GVs) make up 20% of total borrows.

Some of the lowest trends in borrowing are in the areas of technology (Ts), agriculture (Ss), science (Qs), and architecture (NAs). Each year, the percentage of total borrowing represented by all these areas combined is only 8.2%. This means that the collection that the library provides is meeting the needs of patrons in these areas, or that the areas are in a low-use/low-demand area.

The next chart (figure 16) represents the average distribution of the classification of the borrower for each transaction.

Figure 16

From this chart, the percentage of patrons that leave their classification blank when making their borrowing requests is the highest (43%). No information about users can be gained from this lack of information; however, there is a noticeable trend for those that have classified themselves. The largest portion of classified borrowers is in the liberal arts and sciences (17%). This is also comparable to the types of materials that are borrowed, which are heavy in the liberal arts. The next highest group of users is the librarians (12%), which

Average Percentage of Borrowing per Classification

Legend:
- Alumni
- Applied Sciences
- Applied Technologies
- Architecture, Construction & Engineering
- Business & Information Technology
- EOP
- Golf & Plant Sciences
- Hospitality, Travel, Culinary
- Liberal Arts & Sciences
- Library
- Blank, N/A, & Other
- Nursing & Allied Health
- Parks & Recreation
- Veterinary Science
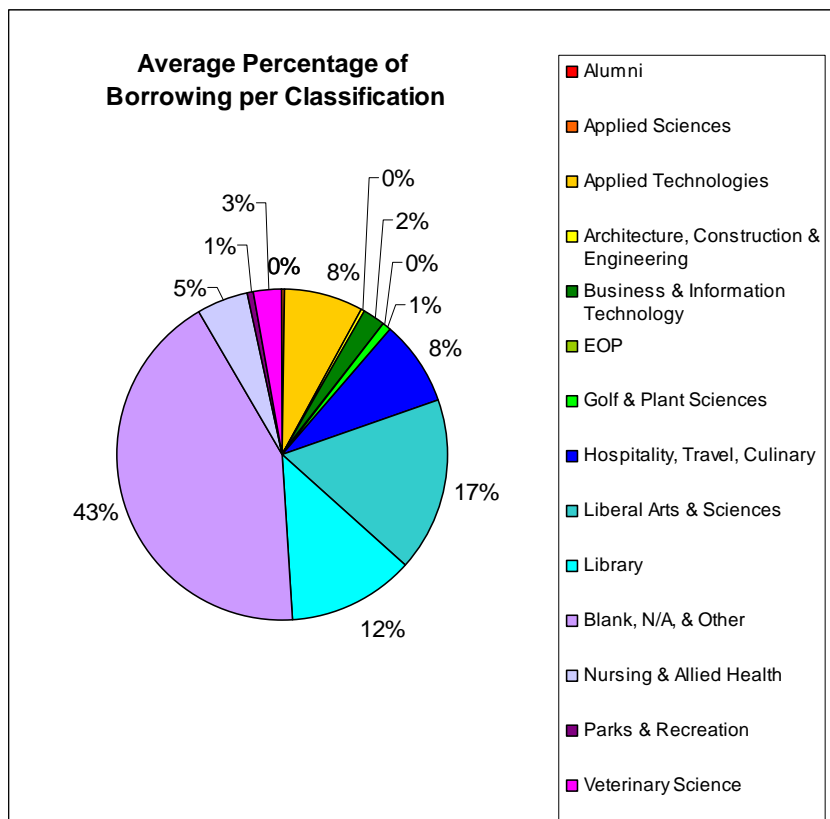
indicates that professional research among librarians is not being accommodated by what is available at Delhi. This also shows that it is the librarians that may most often take advantage of the borrowing service because they are most aware of it. The next highest groups are tied at 8% in Construction, Architecture, & Engineering and Hotel, Tourism, & Culinary. These two groups are also highly represented in corresponding call numbers borrowed (both the TXs and Ts are on the top ten list).

ILL Lending
In ILL lending, the only data that can be analyzed is the items and associated call numbers that are being loaned to other libraries. While we cannot see the types of users that are requesting the material, we are able to see which parts of the library's collection are most sought after by those outside the SUNY Delhi community.

The first graph (figure 17) represents the total ILL lending from 2005/06-2006/07. The two years are stacked on top of each other to show total transactions for both years combined.
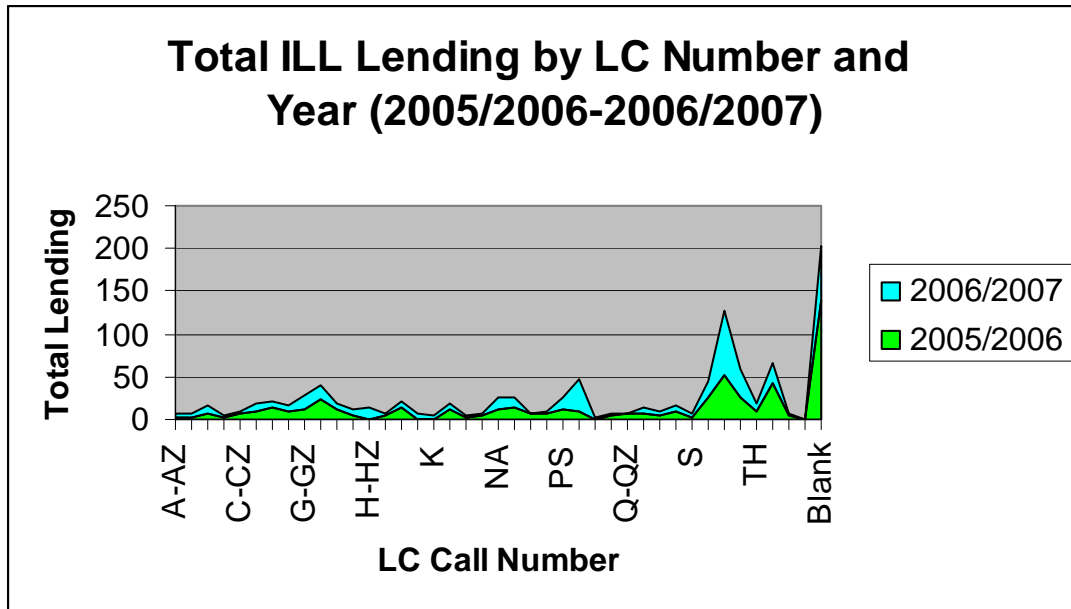
Figure 17

From the graph, it can be seen that some areas of the collection have been made into a highly valuable collection to the academic community. Overall, lending has decreased from 2005/2006 (538 total lends) to 2006/2007 (471 total lends), yet it is unclear what would cause the 12% decrease from one year to the next. One theory for the decrease corresponds to changes in staffing which made filling lending requests more cumbersome. More often, lending requests were passed on to another library to fill, rather than filled by the Resnick library. It should also be noted that the highest spike on this graph (20% of total lends), as was the case with the borrowing graph, is the lending items that did not have a LC number attached to the item, which is associated with article requests.

The next chart (figure 18) represents the average top ten LC call numbers for 2005/2006-2006/2007 that were lent to other libraries.

Top 10 Highest Average ILL Lending by Call Number							
	Year				Averages		
	2005-2006		2006-2007		Average Use 2005-2007		
Call Number	Borrow	Lend	Borrow	Lend	Borrow	Lend	Lend-Borrow
Blank	138	139	166	65	152.0	102.0	-50.0
SF	0	51	5	76	2.5	63.5	61.0
TX	1	42	13	23	7.0	32.5	25.5
T (not TH, TX)	7	25	14	34	10.5	29.5	19.0
QA	3	9	1	38	2.0	23.5	21.5
SB	0	25	2	19	1.0	22.0	21.0
GV	13	24	29	16	21.0	20.0	-1.0
G-GZ (not GV)	16	12	10	16	13.0	14.0	1.0
PS	43	12	43	15	43.0	13.5	-29.5
PN	9	15	26	11	17.5	13.0	-4.5

Figure 18

From this chart, areas of high lending become more apparent. The highest LC class of numbers that are being lent are the SFs (subject: animal culture), followed by the QAs (subject: mathematics), Ts (subject: technology), TXs (subject: home economics), SBs (subject: plant culture), GVs (subject: recreation & leisure), Gs (subject: geography, anthropology, & recreation), PSs (subject: literature-American), and PNs (subject: literature: general). The top three subject areas in lending (SFs, TXs, and Ts) represent 24% of total lending per year. High lending in these areas usually indicates a well-rounded collection that also has items that are not as common when compared to other libraries. While it is not the main purpose of the library's collection to think of the importance of an item to other schools when purchasing new items, knowing that the item has value not only to the patrons within the library's community but also to those around it makes the item more appealing to purchase.

Some of the lowest trends in lending represent areas that are dispersed throughout the collection without a clear trend. Low lending trends are seen in areas such as government documents, general studies, music, law, and general sciences (As, J-Ks, Ms, Qs). The lowest ten subjects make up only 4.5% of total lending.

ILL Comparisons
Between lending and borrowing, there are overarching trends that can be addressed. The first is the overall lending and borrowing distribution, and the second is the trends in popularity for lending and borrowing by LC call number.

The first graph (figure 19) represents the difference between lending and borrowing by LC call number. The areas that hover near 0 indicate that there is a balance between lending and

borrowing. Areas that drop below 0 indicate where borrowing outweighs lending, and vice versa for areas that are above 0.

Average Balance of ILL Borrowing and Lending (2005/2006-2006/2007)
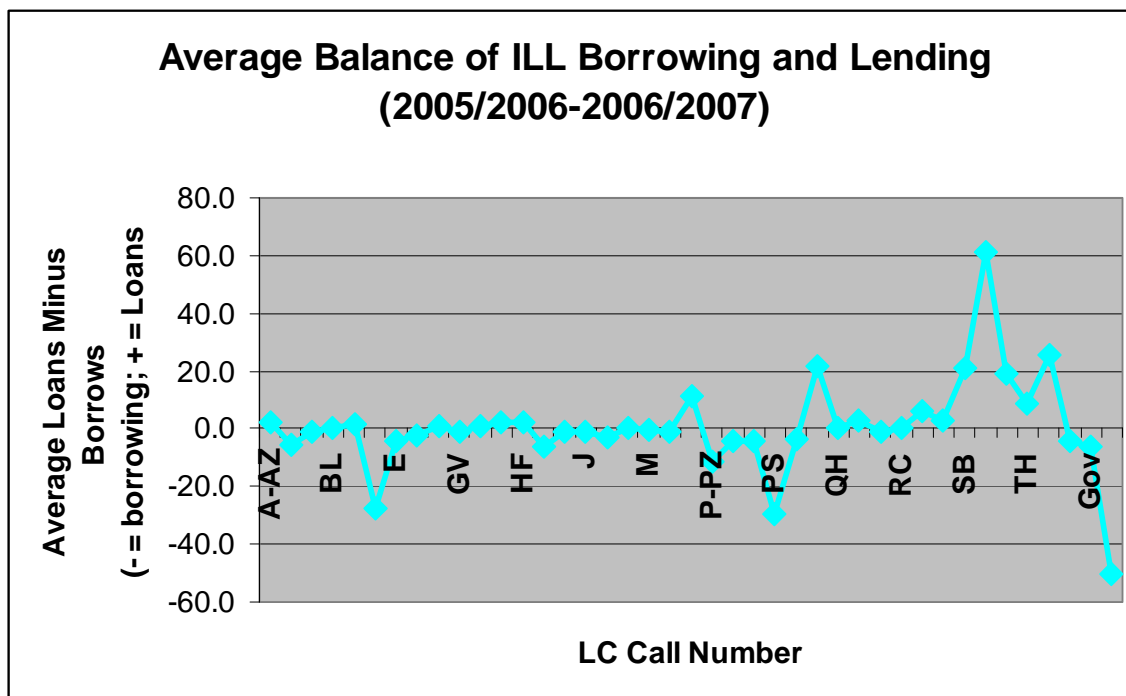
Figure 19

From the graph, it is apparent that for most call numbers there is a balance between lending and borrowing. Areas where lending heavily outweighs borrowing (positive figures) are in the NAs (subject: architecture), QAs (subject: mathematics), and Ss (subjects: agriculture) through Ts (subjects: technology). Areas where borrowing heavily outweighs lending (negative figures) are in the D-DZs (subject: history-not American), Ps (subjects: literature), and those that have blanks, again, related mostly to article borrowing (all subjects possible). It is important to note that on average, the library lends more than it borrows. For the past two years, the library has loaned 22 more items than it has borrowed per year.

By knowing these differences and comparing with the collection development policies, the needs of the SUNY Delhi community can be improved upon. Areas where the library's collection is strong, unique, and important to the wider academic community are in the areas that SUNY Delhi is known for the programs these collections support: veterinary sciences, landscape design/horticulture, information technology, architecture, and culinary arts. Areas where the library can better serve its patrons are in the liberal arts areas at large: literature, history, and social sciences. These sections also correspond with the major with one of the largest enrollment figures at SUNY Delhi: 18% are liberal arts, humanities, science, and undeclared.

Baselines and Summary

- Interlibrary loan has been able to borrow materials from other campuses when the materials provided are not adequate for the research needs of the SUNY Delhi patrons. The library borrows an average of 492 items per year, with a large representation

23

- -

distributed in the areas of history and literature (average of 30% of total yearly borrowing).

- Of those at SUNY Delhi that take advantage of the interlibrary loan service, the majority do not classify themselves by major (43%). Of those that do classify themselves, the largest majority of borrowers are in the liberal arts & sciences (17%), and the next largest group of borrowers are the librarians themselves (12%).
- Between the large percentage of classified borrowers and the types of materials borrowed from other campuses, it is an accurate conclusion that the library's most underserved, and thus undeveloped or inadequate collection, corresponds to the major of liberal arts, humanities, and general sciences. However, this high figure may also represent an area where the patrons are most aware of the service as well. Requests to borrow materials from other schools cannot be made unless the service is known. It may also be a factor that the major requires more research than others, and thus the major has a higher demand for library materials in general.
- The volume of article requests should be an area of importance to study. The borrowing of articles from other libraries far outweighs what is loaned (approximately 60 more borrows on average per year). This would represent a need for one of two things to improve upon:
  - o Increase full-text database purchases to improve availability of online articles.
  - o Increase print journal collection to improve availability of in-house use articles.
- By having one of the smallest percentage of classified borrowers and some of the lowest trends in borrowing, the major of technology, specifically construction, engineering, and technology, seems to be one of the majors that requires interlibrary loan services the least. As with high borrowing, low borrowing may also represent a lack of knowledge about interlibrary loan services, as well as reduced amounts of required research in the area.
- The Resnick Library's interlibrary loan service has been able to provide the wider academic community with an average of 514 items per year, distributed mainly in the areas of agriculture, technology, architecture, and mathematics (average of 38% of total yearly lending).
- The downward trend in overall interlibrary loan activities is a common theme among many libraries due to the increased availability of electronic resources such as databases, online journals, and e-books. It would be expected that in the years to come, the trend would continue to decrease as more information becomes available electronically.

Problems Encountered

- Interlibrary loan statistics switched its management system in the 2007/2008 year. CLIO was taken over by Illiad; first to switch was the ILL lending in the summer of 2007, while the ILL borrowing did not go live until the winter of 2008. This created a gap in statistics since no reports on the new system have been run as of yet.
- For both the classification of borrowers and the input of call numbers when making borrowing and lending requests, it would be of the utmost usefulness to ensure that the least amount of these fields are left blank. 40% of all borrowers did not fill in a classification of their major or patron status, and blank call numbers represented an equal percentage in borrowing and lending statistics (30-40%).

Suggestions for Improvement

- For the improvement of data collecting and analysis, the only suggestion to be made is to create similar reports and statistics on the new ILL management system.
- As was mentioned with the problems encountered, it would be beneficial if borrower classification can be made into a required field when filling out ILL requests, though requiring a call number may be more difficult to accomplish, since not all items have corresponding call numbers.
- Outreach concerning the awareness of interlibrary loan services to patrons should be attempted, especially in majors where borrowing is lowest: technology, engineering, construction, and architecture.
- Better collection development should be considered in areas where borrowing is highest, especially in history and literature.

Instruction & Reference Performance

Angela Rhodes

The objective of this section was to examine the data available for instruction and reference, and ask a few general, key questions to try to answer for the past three years. Various forms of data were gathered to try to glean answers to the questions, including surveys, in-house statistics, and instruction evaluations. Below are the questions asked, the findings, problems encountered, suggestions for improvement, and the sources used with each question.

Questions Asked

The questions asked focused on the goals set forth by the instruction and reference team such as an increase in awareness of services and resources, and improving information literacy outcomes. The following questions were created, and then gathered data that would answer those questions:

- What is the most important thing that students are learning in instruction sessions?
- What resources are being used in their papers / what did they use to find resources?
- What types of help are asked for at the circulation and reference desks?
- Are students using / aware of our services? (# using)
- What databases are students using / aware of?

Findings

In this section, each question is listed, along with a brief overview of the results. It will also discuss gaps and inconsistencies with the data concerning each question.

What is the most important thing that students are learning in instruction sessions?
This instruction data is based on student evaluations of instruction sessions. Most were a single class session long, and most were organized by the professors who requested the library instruction for a specified class. Students were asked what they thought was the most important thing learned from the instruction session. The chart in Figure 20 is the percentage of answers for each portion or aspect of the instruction session.

The data has holes and gaps in coverage, with data from the Spring and Fall of 2005, then a gap until the Fall of 2007. Instruction evaluations were difficult to come by because not all classes were given instruction evaluations, and then they were not archived or saved in electronic format to view later.

Percentage of Importance in Instruction

10%
4%
4%
8%
37%
37%

Everything
Websites:lib. etc
Databases
Books
Citation Guides
Class Specific
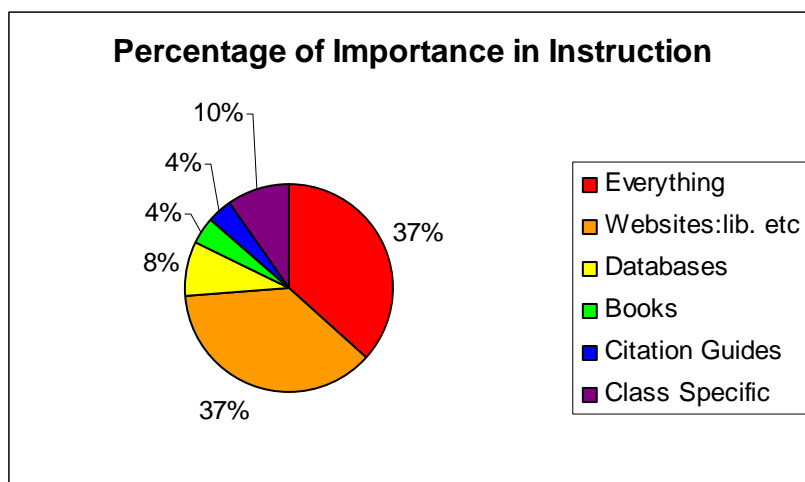
Figure 20

Of the students surveyed after instruction, 37% found everything taught to them to be of value. It can be concluded that this means 37% of all students being given some form of bibliographic instruction are being introduced to the subject matter for the first time, or close to it. This may also be a lack of effort on the student's part to be any more specific. Another 37% of student surveys said that learning about the library website and web information was the most important thing that they were taught. This may be an indication that students were previously unaware of the library's portal page and the importance of evaluating web sources. This percentage may also be referring to the databases, which are also located online, though they were given a different category. The next largest percentage (10%) of students surveyed said that a class specific activity or piece of instruction was the most important piece. This can indicate the importance of tailoring individual lessons to fit the professor's assignment, but it can also indicate the importance of doing in-class exercises pertaining to the general usage of the library materials.

The chart in figure 21 represents the total number of instruction sessions conducted for the past two years. Data going back further than the 2006/2007 year was not available.

Percentage of Instruction Sessions and Students per Semester (2006/2007-2007/2008)

365
295
610
395
22
20
35
25

Librarian Sessions
# of Students

Fall 2006   Spring 2007   Fall 2007   Spring 2008
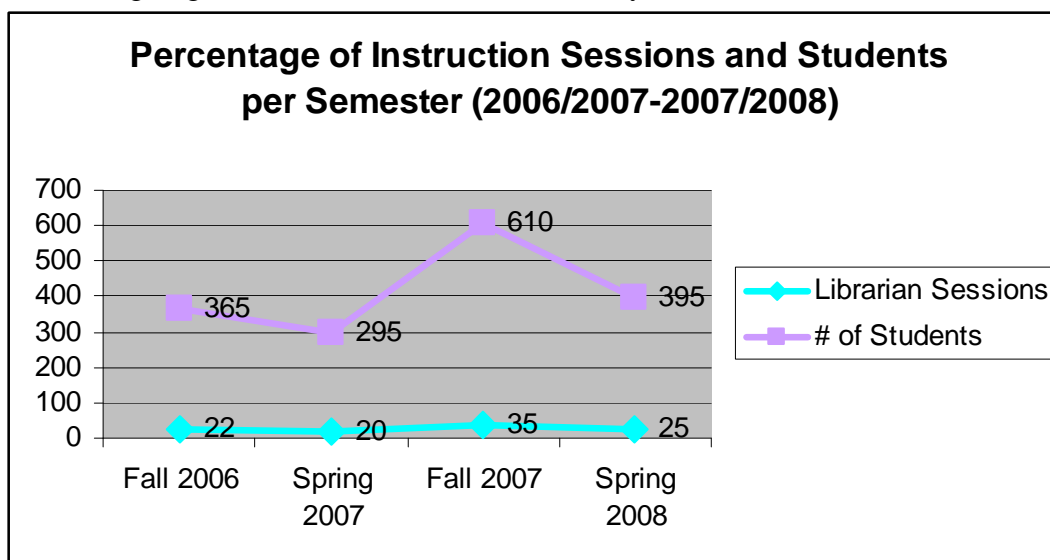
Figure 21

From this chart, it is important to note that instruction sessions taught by a librarian have remained constant each semester. However, total number of sessions was higher when the library was at a full staff level. With various members of the library team retiring or leaving, there were fewer sessions that could be taken on by those that remained. On average, there were 25 classes taught per semester, which reached approximately 416 students. In a single year, it means that the library staff reaches over 830 students (approximately 36% of the student population), although some of those students may be repeats, since the instructor controls when or if the students come in for a formal instruction session. In this instance, there is no estimation of duplicates that can be put forward because of the lack of data.

What resources are being used in their papers / what did they use to find resources?
The data used to answer this question came from a variety of sources. The most telling were Steve Dixon's Vets 130 classes from the Fall of 2007: we had the actual research reports with bibliographies. With these reports, we could then tally out what resources they used for their paper. The other resources used include a 2005 survey about student usage of library resources, and instruction surveys about sources used from 2005 and 2007. Again, there is a lack/gap in data from the Fall 2005 to Spring 2007 where data cannot be found to correlate this sort of information.

Figure 22

The chart in figure 22 shows the average percentage of the types of resources that were chosen to use in the assignment.

Percentage of Resources Used

8% | 0% | 14%
0% | |
8% | | 14%
22% | |
6% | 28% |

- Websites
- Library Catalog
- Databases (EJ)
- Print Journals
- Books
- E-Books
- Films
- Citation
- Inappropriate

Figure 23

Average Percentage of Usage Per Student
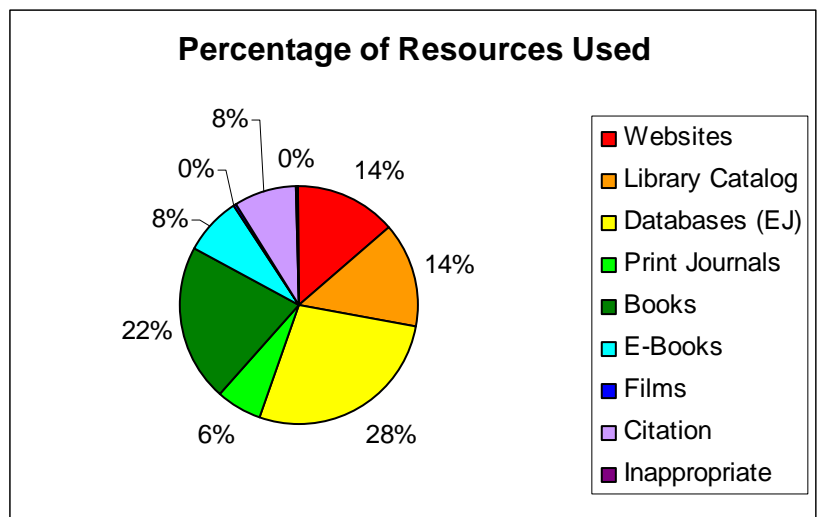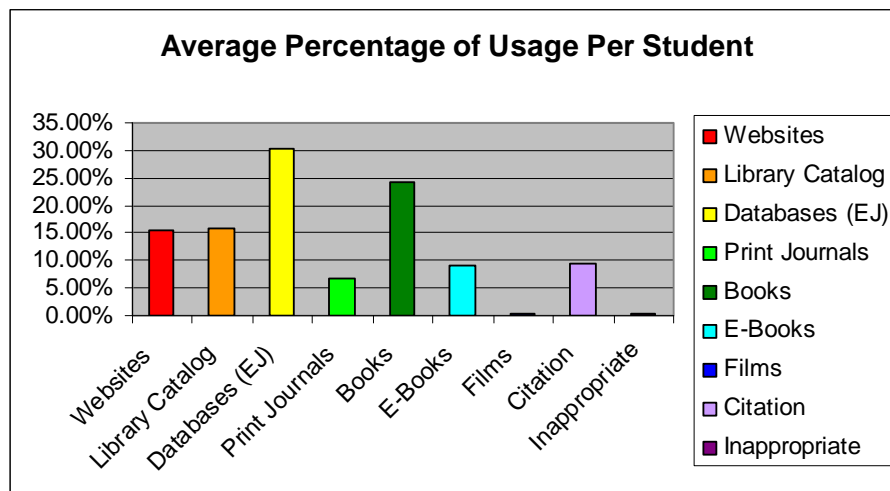
This line graph represents the resources the students chose to use for their papers. It was calculated by taking the number of students total that answered the surveys or handed in a paper, and dividing that into the usage per resource.

From the graphs it could be said that students are using a variety of sources on their papers. Most professors that assign research papers usually require students to use multiple sources or risk losing points on their choice of resources, which may account for this type of distribution. However, even if forced, it does reflect the students' ability to find and use a variety of resources. The most-used sources cited were from databases; which shows that our investment in databases is being taken advantage of by the students. It also means that the students are learning to use the databases. Whether this learning comes from the library, the professor, or is self-taught is something that cannot be gleaned from this information. The second most-used source cited in papers was books. This can indicate that students also have a firm grasp on how to find useful books, whether that is from the library or from another source is another aspect that cannot be measured.

What types of help are asked for at the circulation and reference desks?
The data for questions asked on the reference and circulation desks from 2004-Fall 2007 was done approximately 2-3 times at random for a week per semester. Starting late in the Fall of 2007 tallies were done every day, all day. Tallies were made with each question a librarian or circulation staff member was asked, and each tally was marked according to the type of question asked. There is a gap in data from the 2005/2006 year. Data from this time period seems to be missing.
The chart in figure 24 represents the distribution of the types of questions asked at the desks, while the line graph (figures 25, 26) represents the average amount of questions asked per week for each year that of recorded data. The 2005/2006 year is obviously at 0 since no data was found, but the line graph is still useful to see trends from the other years[§].

[§] In some years, it is unclear whether or not the statistics were for both desks combined or not, but averages per week were taken from the data available. All data represents both desks combined.

Percentage of Questions Asked

Legend:
- Directional
- Informational
- Refer to Librarian
- Reference
- Short Reference
- Long Reference
- Computer Equip.
- Other

Percentages: 9%, 18%, 2%, 1%, 28%, 7%, 29%, 6%
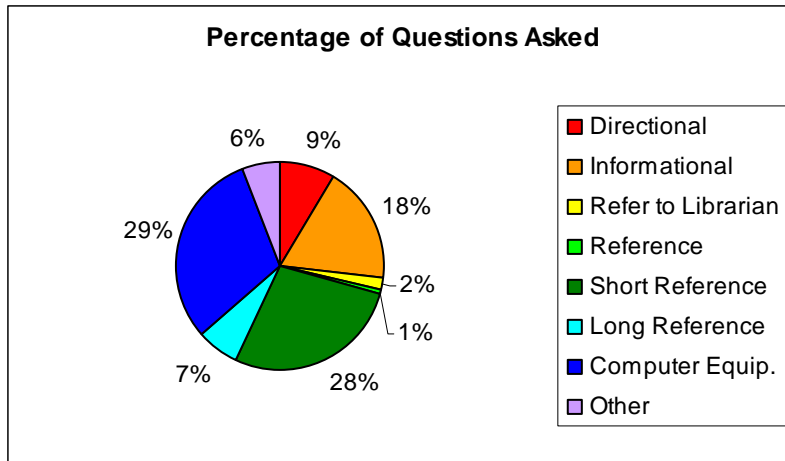
Figure 24

From the data gathered, it is interesting to see the shift that the library staff and librarians have made on the desks. From answering the traditional questions of how to find books and do research, the largest amount of questions asked now are nearly tied between traditional reference and troubleshooting computers and other electronic equipment.

Average Questions Per Week
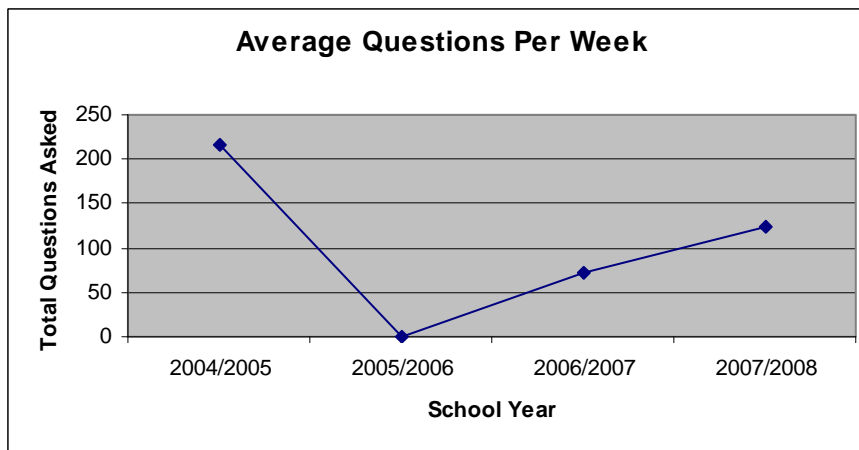
Figure 25

This trend is highly apparent from three years previous (the date where it was decided to gather data for this report). From the first line graph (figure 25) we can see a gradual increase in questions asked over the most recent two school years; however, during the 2004/2005 year, the

Average Questions per Week per School Year
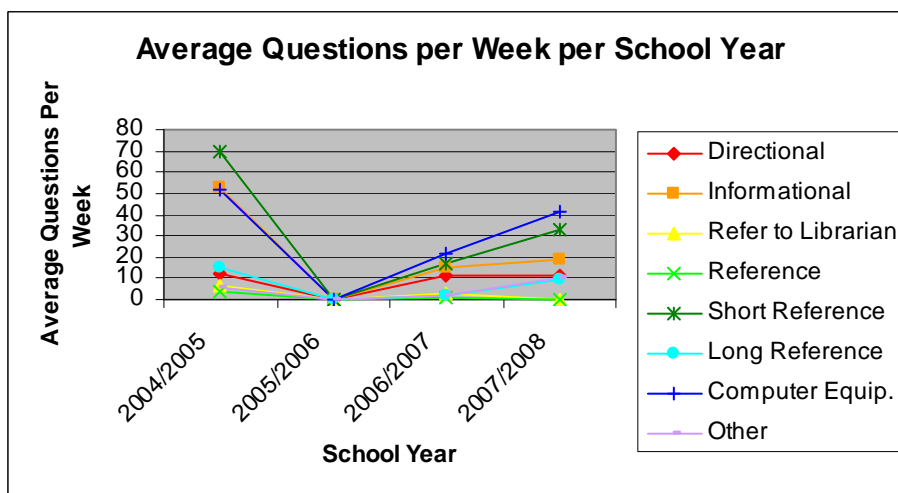
Figure 26

questions asked were on a much higher scale/volume per week. Additionally, the data for that year had one week of missing data in comparison with the 2006/2007 year, so there were not as many weeks of data to even out usage.

Are students using / aware of our services? (# using)

The data in figures 27 and 28 was taken mostly from user surveys, which were all clustered around 2007. Data to answer this specific question cannot be found going back any further. There were assessments done from LibQual[**], but this data was older than 3 years. The first graph (figure 27) is a distribution of what students are most aware of. The second graph (figure 28) represents the percentage of students surveyed that knew about each service.
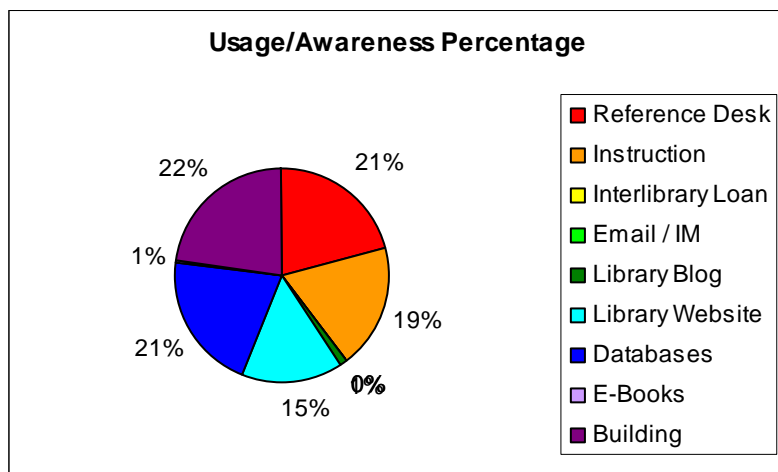
Figure 27

From the graphs it is apparent that there are some services that at least 75% of the student population is aware of, and there are others that many do not know about or take advantage of. Most students are using or are aware of the physical library building, the reference desk, the databases, and library instruction. Under the 75% mark, students seem less aware of the library website, and most are unaware of the library blog,
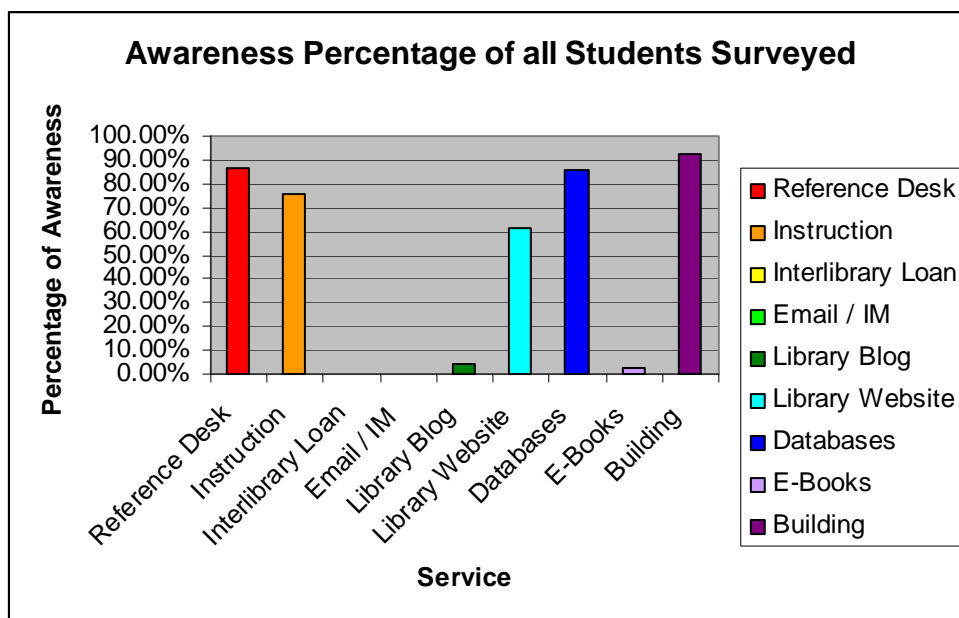
Figure 28

e-books, interlibrary loan, and the ability to contact librarians via email or IM. It should be noted that some of the services have only been made available recently, such as the IM feature and the blog, which were added around 2005/2006.

[**] LibQual is a standardized survey that is completed in libraries throughout the United States measuring all facets of library services and facilities.

What databases are students using / aware of?
Database statistics are done once every year in the spring to calculate usage for the entire year. They reflect full-text downloads/usage which varies in comparison to searches/sessions, which would yield a much higher number. The statistics also only reflect from the 2005/2006 year to the present. One database does not have data available; the Turf Grass Information Files (TGIF). The chart (figure 29) represents a graphical view of the percentage of usage per database. The first graph below (figure 29) below the total full text downloads over time, while the second graph (figure 30) shows the fluctuation of usage, especially in this past year, as students switch from Gale to EBSCO. It also reflects total usage per year, since each area of usage is stacked on top of each other.
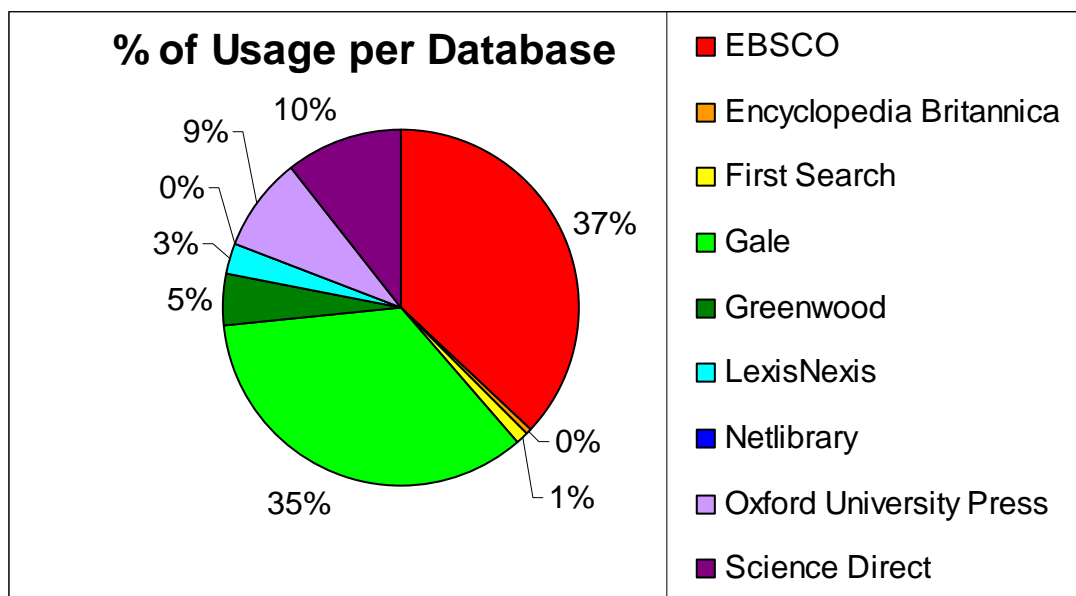
Figure 29
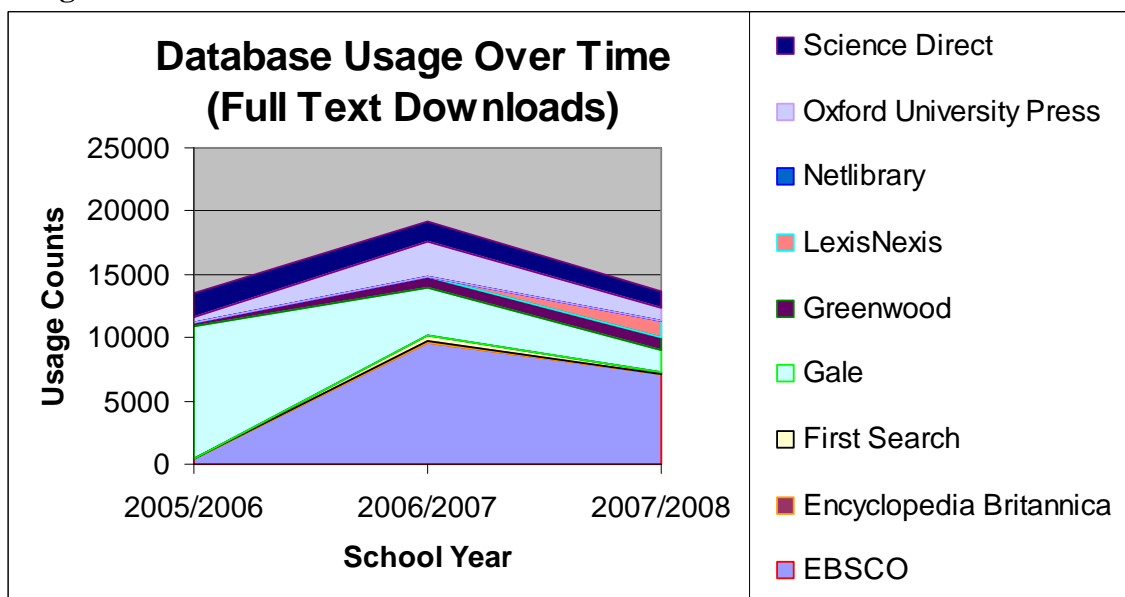
Figure 30

The data indicates that database usage has, over time, been relatively steady, if not increasing since the data for the 2007/2008 year was done when the school year was only approximately halfway through. One significant difference is the change from the usage of one database to another, mainly in our most heavily-used database. It experienced a complete switch from Gale to EBSCO in the year 2006, which corresponds with the database purchase of Academic Search Premier from EBSCO and the cancellation of Infotrak from Gale. Usage among other databases has stayed relatively constant, with only minor increases or decreases from one year to another. It would be an accurate statement to say that the awareness of databases other than EBSCO and Gale is rather limited, since usage is so low. Gale and EBSCO make up approximately 72% of all full-text downloads. This high-use is to be expected because it is the primary database taught in library instruction, and functions as a primary search vehicle across disciplines. The other 6 make up the last 28% of usage, and each of these are more subject-specific.

Established Baselines from the Data

By asking the questions above, and finding data to correlate with each question, there are some baselines pertaining to the quality of instruction and reference, as well as the improvement of information literacy that can be gleaned.

- Are we improving information literacy among the students that we reach?
    - According to the statistics on what students find of importance in instruction sessions, approximately 37% find everything learned in the session to be of importance. It can be correlated that 37% are either learning for the first time or re-establishing aspects of information literacy.
    - Another 37% of students said the most important thing they learned about was the websites (may also mean databases). This is a good indication that learning how to evaluate websites and how to use databases is an aspect of information literacy that they are not learning before coming to the library.
- Are we improving the quality of student research?
    - The sources used in their research assignments are a good measurement of the quality of research. Those with high information literacy levels should be capable of using those skills in their research. From the data[††], the highest percentage of resources being used on papers was 28% from databases, with the next highest percentage being books at 22%. These percentages would indicate a high level of literacy, since students are utilizing academic resources. Low information literacy should see an outcome where websites or inappropriate information had a stronger showing.
- Are we improving the usage of the library and services through teaching information literacy and outreach?
    - According to the statistics on database usage, overall usage has increased from three years ago (approximately 14,800 full-text downloads) to today (incomplete year with approximately 14,900 full-text downloads). There is also a visible trend between what we show students in instruction sessions and what is being used. When EBSCO was introduced one year ago, there was a massive switch in

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[††] It is important to note that the data was mostly gleaned from the Vets 130 Client Information Sheets, where librarian Steve Dixon taught sessions of library research to the class. Currently there are very few opportunities for librarians to view the resources used on research papers that have attended library sessions.

database usage from Gale to EBSCO (which was heavily taught in instruction sessions).

- o According to the usage statistics of the reference desk, the average number of questions asked per week has increased from last year (approximately 75) to the current year (approximately 100). It is also worth noting that the largest percentages of questions asked pertain either to help with the computers (29%) or short research questions (28%). This means that students do know that the librarians and staff on the desk are there as a service to help them. There is nothing that can be drawn on to show a correlation between outreach and reference usage, but it may be concluded that the outreach in instruction and presence in the library may be improving the number of students that take advantage of our services.
- o From the statistics on student usage and awareness, it is apparent that at least 75% of the students surveyed are aware of many of the main services the library offers, including the library building itself, the reference desk, and the databases. As was the case with the reference statistics, it can be assumed that students are learning about the library and their services through library instruction, outreach, and the student's own initiative to seek out a librarian's assistance. At the same time, there are some services that students are almost completely unaware of, including the ability to contact a librarian by email or IM and the interlibrary loan service.

Problems Encountered

- The data for instruction and research feedback was inconsistent and varied. Many times data was not available, as surveys were not done on a regular basis, or if they were, they were not made available to others.
- Data directly relating to information literacy outcomes and the improvement of research is difficult to measure. The only way to come close to finding the right kind of information was to create questions that could then be referenced to in order to make assumptions and correlations.
- Because of the lack of constant data on most questions, creating a graph to show data over time would be useless. Therefore the only measured data capable of being put into such a table was for the database usage and the questions asked at the desk, which not only maintained the same unit of measurement but was also available for two to three years consistently.
- Instruction evaluations given out by librarians who worked here in previous years, and are now gone were not amongst the available data. Some of their information is still on the library's networked drive, but it does not include any instruction evaluations from either students or faculty.
- Surveys done to question students about their usage of the library were also varied in format and consistency. It was also difficult to locate either the form or the data from the survey, since they were often not kept in the same location.

Suggestions for Improvement

- Instruction evaluations need to be uniform, the raw data needs to be made into an electronic format that is easy to evaluate, and they need to be done on a more frequent basis. This will not only give more accurate data, but also data that can be compared

over time, which can then be analyzed for areas in which the library instruction has improved upon.

- In-house surveys to question students about their usage of the library need to also be more consistent in form and in frequency.
- Faculty members that assign research papers and request library instruction should make the student papers available to the librarians to evaluate the resources used and determine how effective the session was on the outcome of their papers. Another methodology for finding this information would be to ask the faculty to rate their satisfaction with the papers, however this does not allow for tallying of research resources for other library data gathering (what resources are being used most often, etc.).
- An area that should be looked into is whether or not the faculty are teaching research skills in the classroom, rather than coming to the library for instruction.
- Naming conventions need to be adopted to make it easier to find the data, and be sure of its date of creation and what the information contained is about.

Satisfaction with Services, Resources, Facilities, and Technology

Steve Dixon & Angela Rhodes

One of the most difficult aspects of a library to measure is the satisfaction with the services, resources, facilities, and technology that we provide. Satisfaction surveys become the only way to measure on a sure scale, even though we can imply satisfaction with high collection usage, instruction sessions, and reference questions. The following section examines three satisfaction surveys conducted on the SUNY Delhi campus over the past three years, and attempts to draw conclusions about satisfaction with the library.

Surveys Used

- SUNY Student Opinion Survey, Spring 2006
  - This survey is a state-wide opinion survey that asks a large sampling of students their opinions about the campus and various aspects. The scoring ranged from 1=Very Dissatisfied to 5=Very Satisfied. On average, there were approximately 445 students at SUNY Delhi that responded to all the questions asked, and this sampling of the student population was random. Their responses are then compared to those of other campuses.
- Honors Class Survey, Spring 2007
  - In the spring of 2007, the library was considering how to improve the layout of the library. A section of honors students in CAD and architecture created a survey to ask the student body what they wanted out of their library. The scoring ranged from 1=Low Importance to 4=Very Important. There were approximately 229 students on average that answered each question, and the student population was also random throughout the campus.
- Resnick Library Survey, Halloween 2007

o This survey was conducted on a single afternoon and night, Halloween of 2007. The sampling of students was asked to give their feedback on the importance of the services and resources available, and also to list what resources they used. There were only 41 respondents, and all of them were using the library when filling out the survey.

Findings

In order to make comparisons across the three surveys, it seemed appropriate to measure four key questions about satisfaction that were in common:

- Services: what the library provides as a service to students and faculty. Examples of what would be included as a service were: our hours of operation, reference, instruction, and interlibrary loan.
- Resources: what resources the library provides to students and faculty. Examples of what would be included as a resource were: books, e-books, databases, the library portal page, web sites, citation guides.
- Facilities: what the library provides in terms of the physical spaces. Examples of what would be included as a facility feature were: study rooms, reading areas, and group areas.
- Technology: what the library provides in terms of technology. Examples of what would be included as a technology feature were: laptop loans, hard-wire computers, and the use of technology in instruction.

SUNY Student Opinion Survey, Spring 2006

Key questions about satisfaction were pulled from the survey to reflect satisfaction. They were compared with the satisfaction ratings of other SUNY campuses, and then grouped together by the category of question. The questions were selected by finding those that either directly or indirectly affect the library's satisfaction ratings. For example, a satisfaction question about the availability of computers is general to the whole Delhi campus; however the library is one of the areas on campus that provides computers, so it was added to the study. There were only three questions that directly asked students about their satisfaction with aspects of the library: library services, library resources, and library facilities. The first graph below (figure 31) is a comparison of the average satisfaction rating for each particular facet.
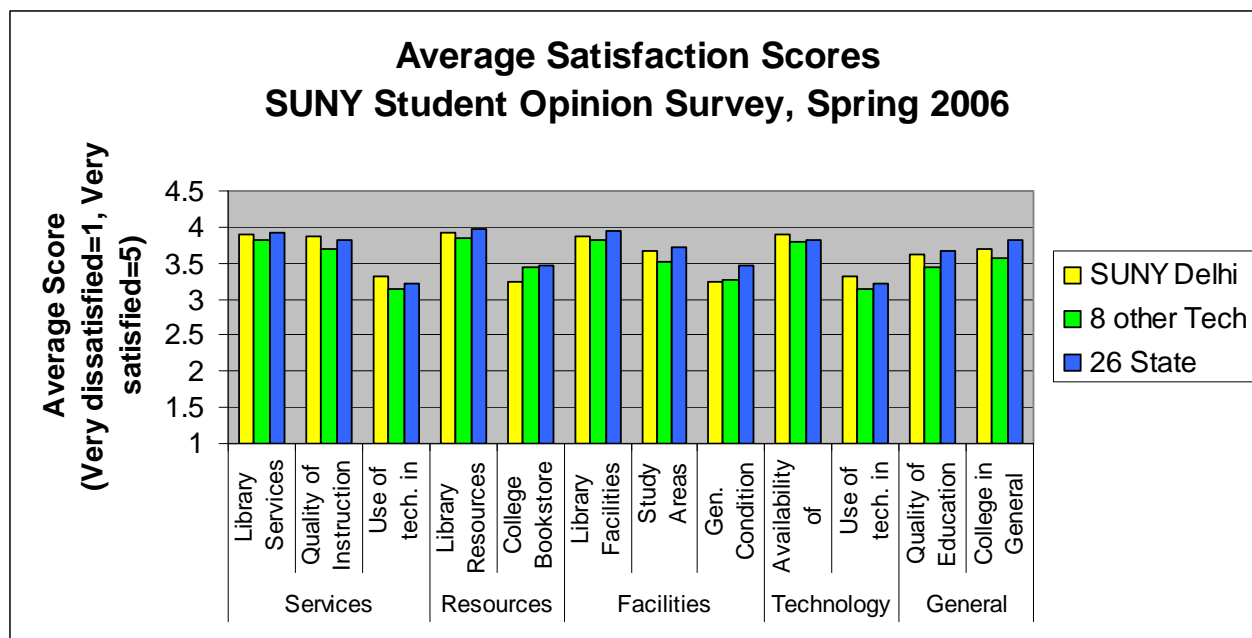
Figure 31

The first thing to notice about this graph is the overall satisfaction score that SUNY Delhi received from its students in relation to the 8 other technology schools and then the 26 state schools. In almost every category, SUNY Delhi was at least rated higher in satisfaction than the average scores of their 8 peer institutions in the categories selected. The areas where satisfaction was lowest was in the general condition of buildings (facilities): 3.23, the college bookstore (resources): 3.23, and the use of technology in instruction (services & technology): 3.31. All of these categories do not reflect directly on the library, but the library does play a part in these categories. The areas where satisfaction was highest was in library services (services): 3.9, library resources (resources): 3.91, and the availability of computers (technology): 3.9. As an individual piece of the SUNY Delhi campus, the library ranks high comparatively among its peers in satisfaction in 2 out of 4 key categories (services and resources), and assists in the high satisfaction level of a third (technology). This chart also shows where improvements can be made for the library: facilities. According to this graph the general condition of the buildings ranks among the lowest, with library facilities in specific ranking higher, but still lowest of the four key categories.

The next graph (figure 32) shows the average of the scores from each category to reflect more clearly where satisfaction remains highest and lowest for the Delhi campus where the library plays a role.

Average Satisfaction in Categories
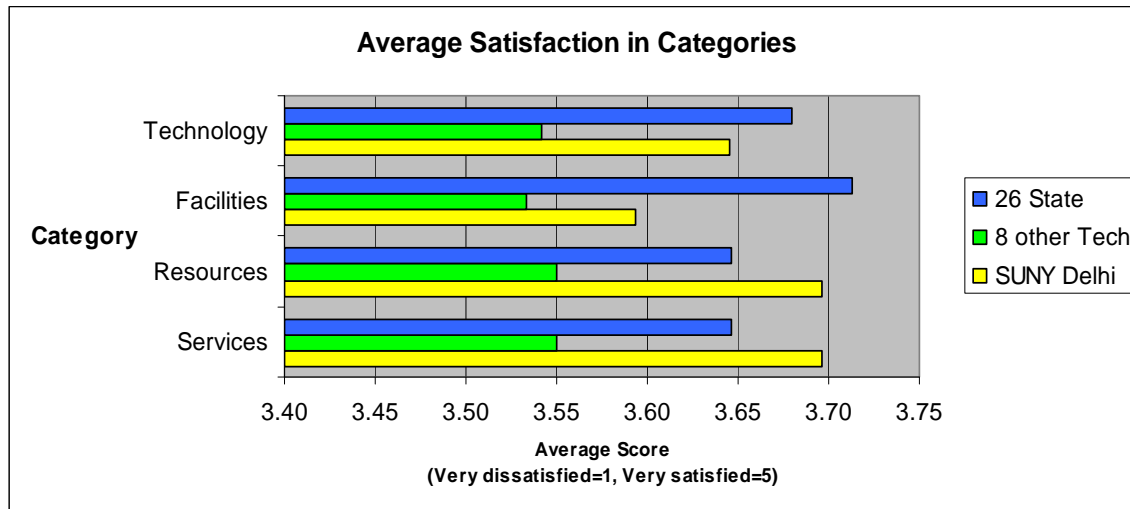
Figure 32

From this graph it is even clearer that facilities is not only our lowest level of satisfaction, but also reflects the greatest gap when compared to the 26 state campuses. SUNY Delhi students ranked their satisfaction with the facilities at a level of 3.59. While the facilities rank higher when compared to our 8 peer institutions (3.53), there is a considerable gap when compared to the 26 state campuses (3.71) by a difference of 0.18. The next lowest satisfaction level is in technology (3.65), although the gap between Delhi and the 26 other state schools is not quite so pronounced (3.68).

Honors Class Survey, Spring 2007
This survey was conducted to find out the current needs of the patrons that may visit the library. The questions asked on the survey were not specifically asking about a student's satisfaction with various aspects of the library. Instead, the survey asked what students found to be important to the library, and what they wanted more of. While this does not always transfer to satisfaction, conclusions can be drawn from importance: what students expect or need out of their library. When expectations and needs are or are not met is when there is a correlation with satisfaction. The questions selected from this survey all pertain directly to the library, but only those that fell into the four categories created for the study were used. The first graph (figure 33) represents the average importance scored in each category. As mentioned in the introduction to the findings, importance was given a scale similar to that used in the Student Opinion Survey: Low Importance=1; Very Important=4.

**Average Importance Scores
Honors Class Survey, Spring 2007**
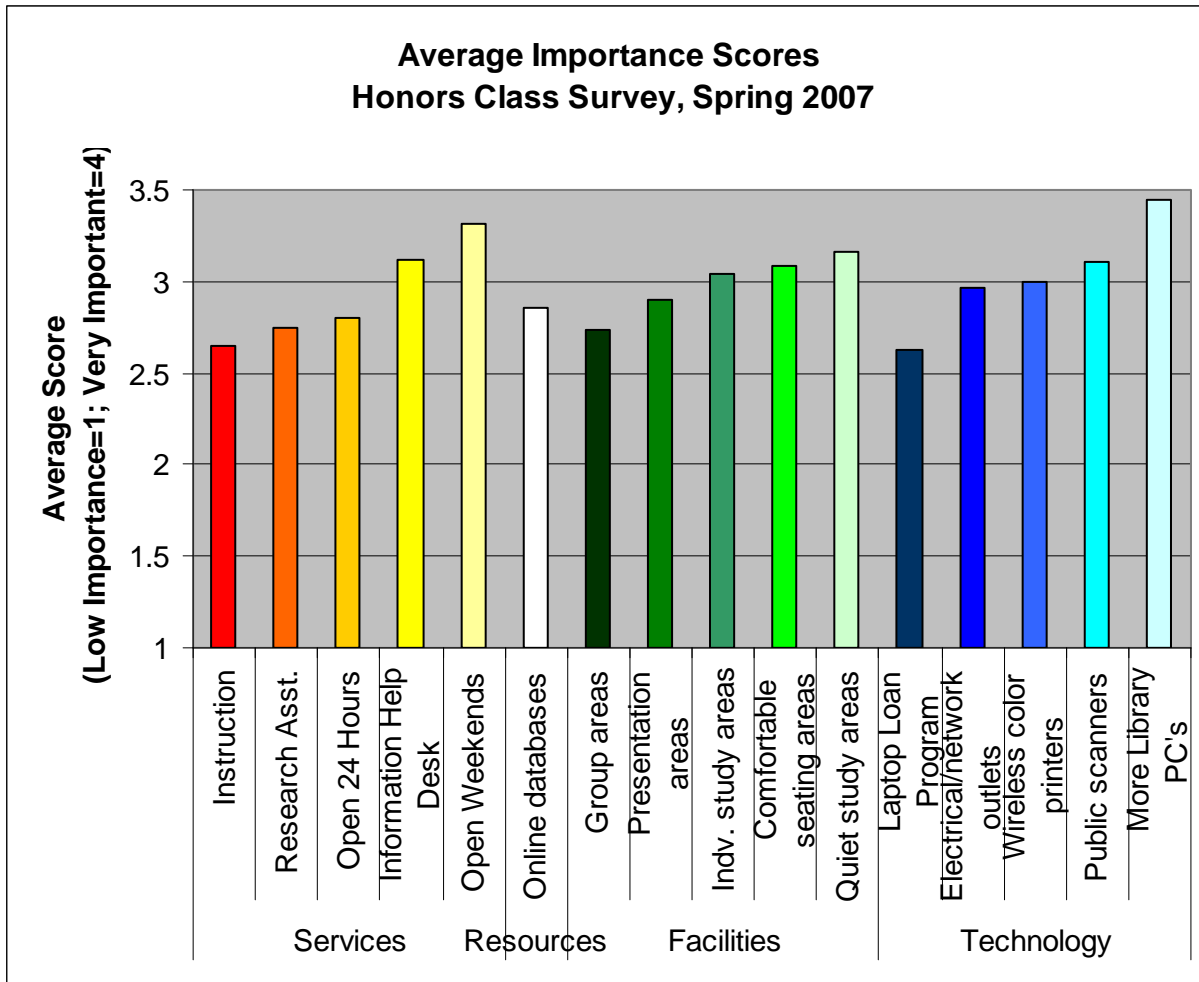
Figure 33

From this graph we can see where students have ranked what the library provides in order of importance. The areas that received the highest importance ranking were: more library PC's (technology) (3.45), open weekends (services) (3.31), and more quiet study areas (facilities) (3.16). Areas that received the lowest importance rankings were: laptop loan program (technology) (2.63), more instruction (services) (2.65), and more group areas (facilities) (2.74). The next graph (figure 34) is a representation of the average importance score in each category.

Figure 34

**Average Importance Score in Categories
Honors Class Survey, Spring 2007**

Library Category — Technology, Facilities, Resources, Services
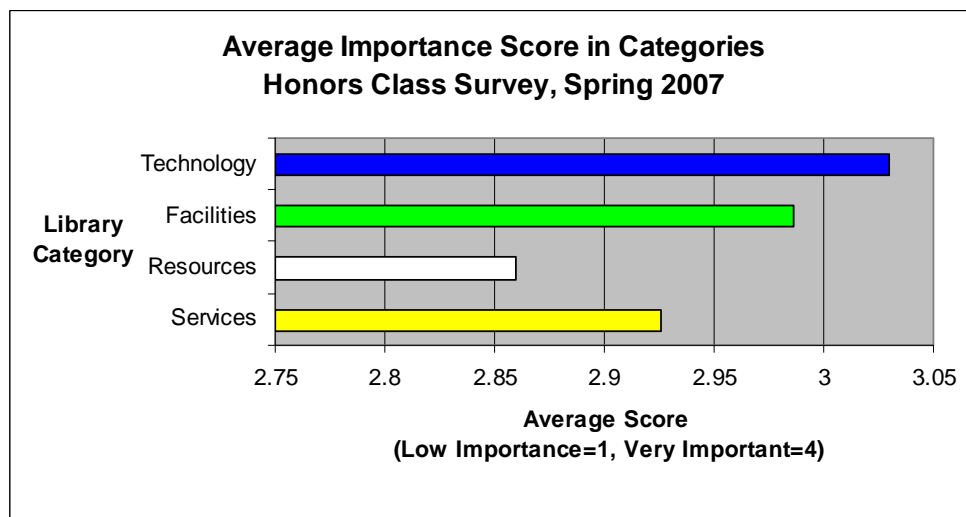
**Average Score
(Low Importance=1, Very Important=4)**

From this graph, we can see that overall, technology is rated very high in importance to the students that took the survey (3.03). The next highest ranking in importance was facilities (2.99). One thing to note about the importance ranking of resources is that there was only one question that pertained to resources, and it was specifically about online databases. The sampling could have been more accurate if more questions for resources were asked.

Resnick Library Survey, Halloween 2007

This survey was done on a single day, and was only administered to students that were using the library. The sampling was small (41 students), but it does reflect the needs of students that use the library. It also does not directly measure satisfaction. Instead, it asks students what they think is the most important thing to know about the library, as well as what services and resources they use. The first graph (figure 35) shows the percentage of students that ranked each aspect of the library as important, but they could select multiple aspects.

**Percentage of Importance in Categories
Halloween Survey, Fall 2007**

Category of Question — Resources: Available Web, Available Print; Services: Library Staff, Services Available, Hours of Service

Percentage
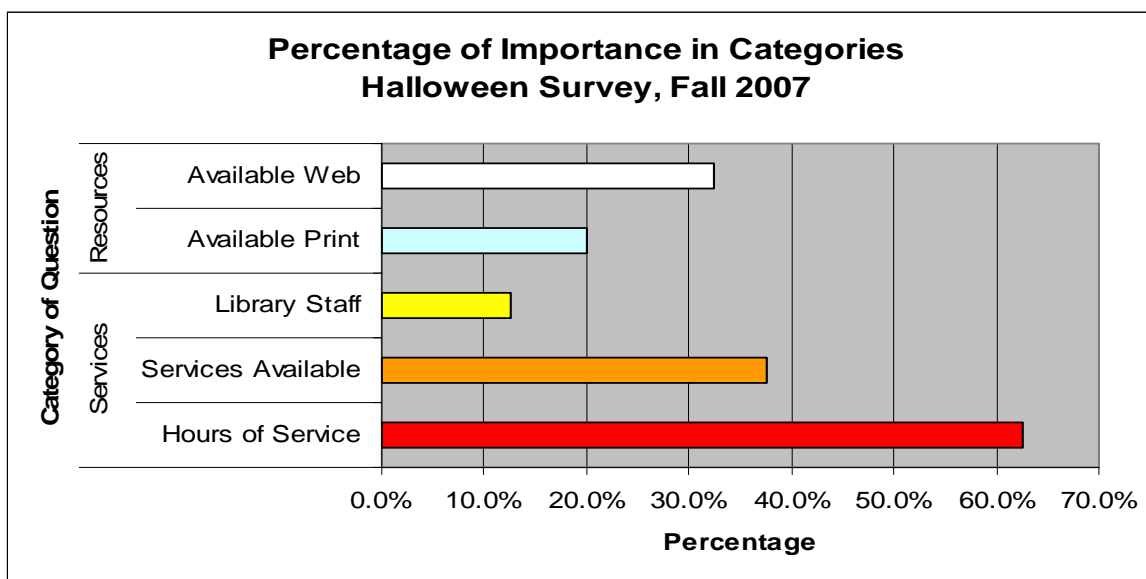
Figure 35

From this survey, we can see that students find the hours of operation to be the most important thing to know about the library (62.5%). The next important aspect of the library to know about was the services available to the students (37.5%).

Figure 36

Average Ranked Importance by Category, Halloween Survey, Fall 2007
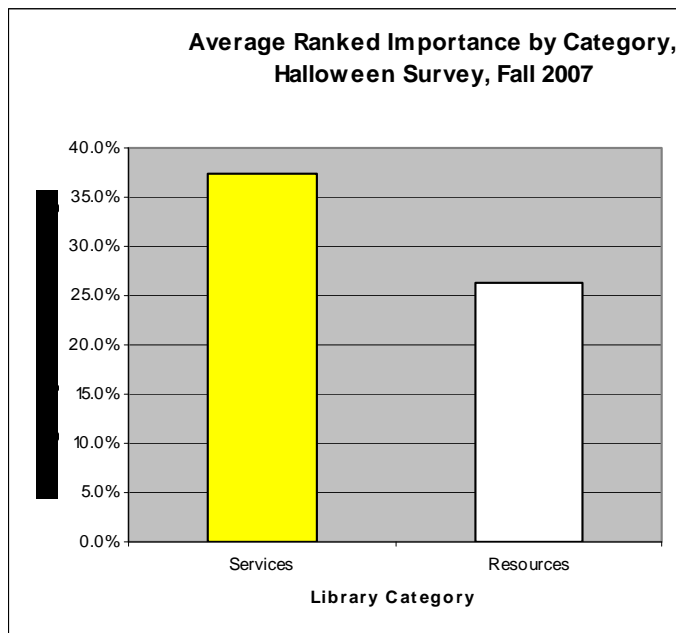
From this corresponding graph (figure 36), we can see the significance of the services available to the students versus the resources. Between this and the graph above, it is also apparent that, as a whole, students are more concerned with what the library provides in the way of services, rather than the research resources made available.

The next graph (figure 37) is a representation of the usage of certain types of services and resources among the students surveyed. The data has been placed into a percentage of students that have used each source.

Figure 37
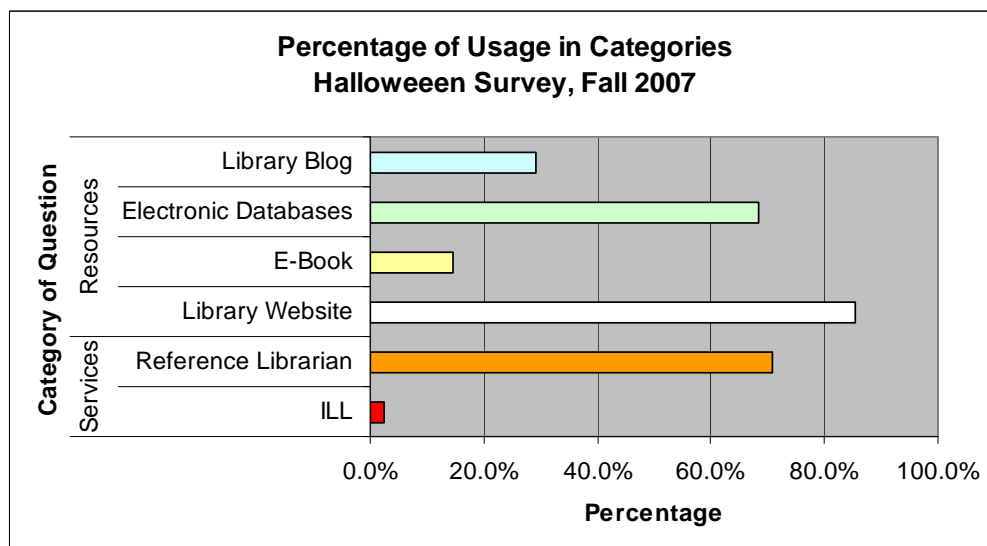
Percentage of Usage in Categories Halloweeen Survey, Fall 2007

From this graph, we see that usage of the library website (resources) has the highest percentage (85.4%), while the lowest usage is Interlibrary Loan (services) (2.4%). So, according to this survey, while our services are ranked very highly in importance, the resources we provide are more heavily used.

Figure 38

Average Usage per Category, Halloween Survey, Fall 2007
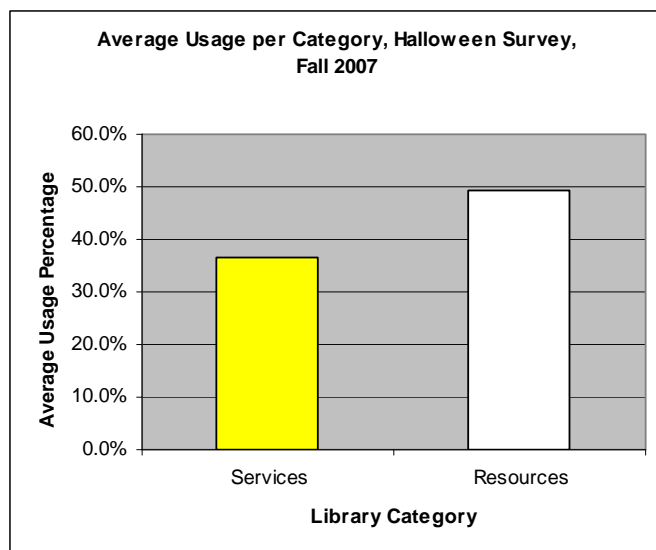
This corresponding graph (figure 38) displays the average percentage of usage for the various services and resources, ordered into the two categories. From it, we can also see the variation in usage. We can also compare this graph to the average importance graph, and find that the figures between the two are nearly opposite.

Established Baselines from the three surveys

Between the three surveys, there are some trends and baselines that can be established. These are not completely conclusive, but the trends and baselines do show broad correlations.

- Satisfaction with the library, in general, is ranked higher than the average satisfaction level at our 8 peer SUNY technology colleges; and lower, yet competitive with the other 26 state SUNY colleges and universities.
- The ranked level of satisfaction and importance with the library services we provide is high, yet students that take advantage of those services is low. This would suggest that overall, students expect and receive a high quality of service when they take advantage of it, but this is not very frequent. This may suggest an area for improvement in outreach and instruction.
- The ranked level of satisfaction with library resources and usage is high, yet the rank of importance is low. This would suggest that the resources the library provides meet the current needs of our users.
- The ranked level of satisfaction with library facilities is low, yet the rank of importance is high. This represents an area of needed improvement to the library.
- The ranked level of satisfaction with library technology and importance is high, but the data is conflicting. While satisfaction with technology as a whole is high, the importance of adding new PC's and scanners to the library was of very high importance. This represents an area of needed improvement, despite satisfaction.

Problems Encountered

- Lack of data in certain areas, depending on the survey administered. Finding data pertaining to the satisfaction of the library resources and technology was particularly sparse.
- Difficulty obtaining satisfaction surveys: only three were found that had been administered in the past 3 years. A LibQual survey was done in 2003, which was out of the range of our study. LibQual is a standardized survey that is completed in libraries throughout the United States, and should be done on a more frequent basis (3 year

rotation is normal), not only for our own statistics, but also to compare with other libraries.

Suggestions for Improvement

- Create satisfaction surveys that can be comparable to those of the Student Opinion Survey, since it is a standardized and state-wide survey. Starting with broad topics of satisfaction like services, resources, facilities and technology, and then asking more specific questions within each category.
- Administer satisfaction surveys from the library on a semester or yearly basis.
- Administer LibQual survey every three years.
- Request the addition of the category "library technology" to be added to the SUNY Student Opinion Survey.

Overarching Trends & Summary

When looking at the data compiled for this assessment study, there are some larger trends that become apparent, as well as strengths and weaknesses in data reporting. This portion will discuss all these topics in separate sections. The first will focus on trends and highlights from the gathered data. The next section will discuss strengths and weaknesses in data gathering and reporting.

Trends and Highlights from the Data

In order to tell whether this report has completed what it has set out to answer, this section will discuss overarching trends in relation to the questions set forth for the team to answer. It has been categorized in the same manner as the satisfaction section, since these four areas seem to best represent the main areas of the library and what it offers to the SUNY Delhi community.

Resources

Within resources, there is an abundance of data from usage statistics and acquisitions/collection development, as well as satisfaction and expectations. Because of the heavy amount of information, this area is the best represented and discussed.

Patron Needs and Expectations

Needs and expectations can be calculated by using surveys pertaining to satisfaction, but also usage statistics on borrowing from other libraries through interlibrary loan. Some questions that arose from the surveys on satisfaction indicate an overall apathy toward the collection, despite high usage. However, this data is exclusively from the student population, and does not represent any faculty or staff satisfaction. In the future, it is an area that needs to be improved upon for data gathering. With interlibrary loan, all that can be seen is high and low usage, which may indicate areas that need improvement because of high borrowing, or areas of satisfaction or low need represented by low borrowing.

From the student satisfaction survey (Figures 31 & 32), library resources ranked highest in satisfaction among survey questions relating to the library: 3.91. It indicates a level of

contentment with the collection, or rather that the collection is meeting the needs of the students that use the materials. In the honors survey (Figures 33 & 34), students gave a low rank of importance for more library databases (2.86), but there were no questions that directly asked about the library's resources in general. In the four general categories (facilities, technology, services, and resources), resources ranked lowest with the next lowest-ranked category being services (2.92). It indicates a lack of concern about the resources that have been made available to them. The Halloween survey (Figures 35-38) indicated again that usage was high, but importance was low. In ranking the importance of what to know about the library, resources (on average, 25.5% ranked some type of resource as important) were ranked lower than services (on average, 37% ranked some type of service as important). Yet, in usage, resources (on average, 50% ranked some type of resource as being used) were ranked higher than services (on average, 37% ranked some type of service as being used).

Interlibrary loan may indicate areas of need and satisfaction, represented in subjects of highest and lowest borrowing. The highest borrowing (Figure 15) was in blank call numbers, which represents the articles from journals. Outside the articles, the top three subjects borrowed (PSs, Ds, and GVs) make up 20% of total borrows. The related subjects to these areas are literature-American, history-everything but American, and recreation and leisure respectively. These areas represent subjects that could use some improvement in order to better serve the patrons. Some of the lowest trends in borrowing are in the areas of technology (Ts), agriculture (Ss), science (Qs), and architecture (NAs). Each year, the percentage of total borrowing represented by all these areas combined is only 8.2%. This means that the collection that the library provides is meeting the needs of patrons in these areas, or that the areas are in a low-use/low-demand area.

High demand areas of the collection: from both in-house and ILL[‡‡]
High demand areas represent subjects within the collection which are essential to the research being conducted both at the SUNY Delhi campus, as well as in other academic communities. These core areas reflect where collection development must improve or continue to be strong. Two sets of data were combined to show an even greater effect: circulation and ILL (Figures 5-9; 12-19)

- History: D-DZ (subject: history-all except American) and E-EZ (subject: history-American) make up 8.7% of the average transactions per year, and 10% of the average items used per year. They also represent 4.5% of ILL lending and 7.2% of ILL borrowing. This is a collection that receives heavy usage in both transactions and item usage among all call numbers, as well as an area of higher ILL borrowing than lending. It indicates that the collection is important to the SUNY Delhi campus, and that it is not as adequate as it could be because of high borrowing.
- Literature: P-PZ (subject: literature) makes up 12.4% of the average transactions per year, and 13% of the average items used per year. It also represents 7.4% of ILL lending and 17.9% of ILL borrowing. This collection is not only in high demand from the patrons, but also shows that the collection does not meet the needs of the SUNY Delhi campus because of high ILL borrowing that greatly outweighs ILL lending. It is also worth mentioning the high circulation of items among the LR (subject: non LC-leisure reading) collection. Though not measured with the LC collection, it circulates on a similar scale to the PS collection (subject: literature-American). When compared with the literature

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[‡‡] Percentages are from the LC collection only, unless otherwise noted.

collection, the LRs represent 27.4% of the average transactions and 27.7% of the average items used for literature.

- Nursing: R-RZ (subject: medicine) makes up 22% of the average transactions per year, and 11.4% of the average items used per year. It only represents 3.8% of the average ILL lending and 2.8% of the borrowing. Thus, the collection is extremely important to the SUNY Delhi campus and it does provide for its users well, but it is not a unique enough collection to receive a high volume of ILL requests.
- Veterinary Science: SF (subject: animal culture) and QL (subject: zoology) make up 6.6% of the average transactions per year, and 8% of the items used per year. It also represents 11.5% of ILL lending and 0.7% of ILL borrowing. These two call numbers represent an area of high use among the SUNY Delhi campus, and that they are satisfied with the collection due to the low borrowing figures. The collection is also very unique because of the high demand from other academic institutions, indicated by the high percentage of ILL lending.
- Culinary Arts: TX (subject: home economics) makes up 7.1% of the average transactions per year, and 8.9% of the average items used per year. It also represents 7.9% of ILL lending and 2.1% of ILL borrowing. This single call number is responsible for a very high percentage of items that circulate (highest individual item circulation) and ILL lending. It means that the collection is highly used for its variety of items by the SUNY Delhi campus, and sought after by other academic institutions.

When combined together, these five subjects make up approximately 57% of the average transactions, 51% of the average item usage, 35% of ILL lending, and 30.7% of ILL borrowing among the LC classes.

Electronic Databases, E-Journals, and the Print Journal Collection
In print journals, use is difficult to measure because of the way statistics are kept. In the future, it would be beneficial to add the circulation of the print journal collection to the overall circulation of items in order to accurately calculate usage alongside the circulation of the books. However, some usage can be calculated because of the interlibrary-loan of the materials. Journal articles (Blank in ILL stats for the report) represent 20% of average ILL lending (Figure18) and 30.9% of average ILL borrowing (Figure15). This statistic represents a need to increase the availability of full text articles, either through the acquisition of more full-text databases or more print journals.

Corresponding with the need for more full-text journals is the database usage statistics (Figures 29 & 30) and the usage of the databases in research (Figures 22 & 23). Database usage continues to climb each year for the past three years by an average of 36%[§§]. It is projected that if usage continues to climb at the same rate, total full-text downloads will climb from 13,459 in 2005/2006 to over 30,000 in the 2008/2009 year. Among available data for student research, 28% of the resources used research papers are from databases, and another 6% are from print

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[§§] Database usage refers to the total of full-text downloads per year. For 2007/2008, only 7 months of data were available, so the approximate calculation for usage for the remainder of the year was calculated by using the available data for the year, and adding an extra five months of data to the figure.

journals. This represents the highest-used resource in research, followed closely by books (both print and electronic) which, when combined, make up 30% of the total resources used[***].

Student awareness and satisfaction with the availability of databases and journals is another matter. Satisfaction is hard to gauge because of the lack of data specifically corresponding to that aspect of the resources available. However, as a whole, SUNY Delhi's library ranks highest in satisfaction in the area of "library resources" on the Student Satisfaction Survey conducted in 2007 (Figure 31). The area of resources generally would represent all types of data that are made available, including things like books and journals. However, in terms of technology, some students may associate databases with technology, rather than resources. In that case, technology is only measured for the campus as a whole (Figure 31), and it would be difficult to make any kind of assumption related to the satisfaction with databases in the library if this were the case. From the Honors Class Survey (Figure 33), online databases were given their own question for students to rank in importance. The importance of the online databases was given a low importance rank in comparison with other services and resources (2.9), with the average importance of any item being approximately 2.95, and the highest-ranked item was given an importance rank of 3.45 (more library PCs). From the Halloween Survey (Figures 35-38), students reported a high usage of databases (approximately 75% have used the databases) and a relatively high rating for what to know about the library (approximately 32% marked it as important).

Technology
In technology, the library has available data from satisfaction surveys, desk questions pertaining to technology, and laptop loan circulation statistics, but little in other avenues. This is an area where statistics on the usage of facilities would have been important, since it would show usage of the reference computers. These statistics were kept, but they were not compiled for any of the sections covered in this report.

In the satisfaction of library technology, the ranking of importance and usage is relatively high. From the student satisfaction survey (Figure 31), the satisfaction with the availability of computers in general is tied for the second highest ranking among those questions that affect the library (3.9). In the four major categories (Figure 32), the satisfaction with technology ranks third highest overall, with the use of technology in learning (3.31) dropping the high ranking of availability of computers. However, this high satisfaction conflicts with the importance ranking on the honors survey. On the honors survey (Figure 33), the importance of more PC's was given the highest ranking of any question asked (3.45), and technology as a general category (Figure 34) was ranked as the most important of the four categories (3.03). The lowest ranked question in the technology category, and overall, was the laptop loan program (2.63). This peculiar range of data indicates a set of mixed levels of satisfaction and need. On one hand, students have ranked technology as one of the most important parts of the library, yet on the SUNY Delhi campus, the satisfaction ranking was very high in the availability of computers. So, even though students are satisfied with the computers on campus, their expectations in the library setting change in terms of the technology available to them.

[***] Available data concerning the types of resources used comes from a very limited set of papers. Take calculations with a grain of salt.

At the desks, questions pertaining to computers and other technology are among the highest percentage of questions asked (Figure 26). Nearly 30% of the tasks that students need assistance with pertain to either troubleshooting computers and other equipment or asking for assistance in how to use a particular computer program. Only short reference questions match the computer questions in volume.

The circulation statistics for laptops (Figure 9) has shown that those that are owned are being used. On average, each laptop will circulate 43 times per year, which is the highest transaction per item in the circulating collection. However, whether this statistic warrants the purchase of additional laptops would need to be seriously considered, especially in light of the low importance ranking for the honors survey (Figure 33).

Services
Library services include a myriad of questions, and most of them are difficult to measure in quantity. The services encompass both desks (circulation and reference), library instruction, interlibrary loan, the hours of service maintained, and special events such as library programs for faculty and staff, outreach to the campus and community, and special displays.

In general, from the student satisfaction survey (Figure 31), satisfaction pertaining specifically to the library services was second highest (3.9), and of the four main categories of the library, services ranks equally as high as resources (3.65), and both are the highest of the four. From the honors survey (Figure 34), services were ranked 3rd highest of the four categories in overall importance (2.9) while the Halloween survey (Figures 35-38), in comparison to resources, showed a high importance for services (37% on average found some aspect of services important) while resources was at 25.5%, but low usage of services (on average 37% on average had used some service) in comparison to resources 50%. This low average service percentage may have been brought down by ILL statistics, which were lowest of all aspects of services and resources (2.4% usage).

Circulation and Reference Desks
For the usage of the desks, there are statistics (Figures 24-27) and levels of satisfaction (Figures 31-38). Over the past three years, questions at the desks have increased steadily, since data from the 2007/2008 year was not yet complete and had already received more questions per week on average than the year before. The increase was from an average of 72.6 questions per week to an average of 124 per week. The two highest categories of questions asked of us on the desks are troubleshooting computer equipment (30% of total average questions) and short reference questions (28% of total average questions). It represents both the traditional reference needs as being important to the SUNY Delhi campus, but also that the library is a place of technology where many patrons call on the library for help in using that technology. In satisfaction, data is mixed in a similar way as library resources. Students report a relatively high level of usage, yet do not see it as important. From the honors survey, the average importance for more research assistance and the information help desk rated at 2.94. Of all aspects of service, the information help desk rated the highest, with an individual importance score of 3.12. On the Halloween survey, the usage of the reference desk was at approximately 70%, yet the ranking of the importance of library staff on the same survey was ranked lowest of all categories with 12.5%

marking it as important. It illustrates the demand for the desk presence, but also that the presence is not seen as important, or worth noting over other qualities.

Instruction
For instruction, the data available stems from satisfaction surveys (Figures 31-38), the awareness/usage of resources in research (Figures 22-23), and surveys done after instruction sessions (Figures 20-21). There is a lack of data in this category, with very little known about the satisfaction of instruction pertaining specifically to the library. In satisfaction surveys, the data shows a low importance ranking. From the student opinion survey, instruction, overall, ranked high at 3.88, which the library does assist in. The use of technology in learning is an area that needs improvement, which was ranked at 3.31. Only the college bookstore and the general condition of the buildings ranked lower. On the honors class survey, students ranked more instruction sessions at one of the lowest importance levels of all questions asked (2.65). Only the laptop loan program ranked lower (2.63). With a low ranking of importance, and a high ranking of satisfaction, it must be noted that overall, the quality of instruction seems to be satisfactory.

From surveys after instruction sessions, students note that 37% of what they learned was useful, with another 37% citing the web site knowledge as useful. Therefore, in the instruction sessions, almost 75% of the class is learning how to use the library's web site, navigate databases, and evaluate web resources for the first time. In terms of what is used or known about in terms of research, over the past three years the usage of databases and collection has increased. In research papers, 34% of all resources used are from print or online journals, with books making up another 30%. It shows that students are learning how to use the library's available materials, and most seem to be learning it first hand from librarians. Roughly 37% of the student population can be expected to receive formal library instruction each year based on library instruction statistics.

Hours of Availability
For the hours of availability, it becomes clear how important the physical building, manned with the library's services, is to the students. On the honors class survey (Figure 33), the ranked importance of being open on weekends was the highest in importance of all service questions (3.31), and second highest in importance when compared to all questions ('More PC's' was ranked higher at 3.45). The importance of being open 24 hours was given an importance ranking of 2.8, which was only higher than more instruction and more research assistance among services questions. On the Halloween survey (Figure 35), the importance of knowing the library's hours was the highest average response (62.5% responded that this was important), and the importance of being open longer hours was voiced in the comments portion of the survey (of the 40 students surveyed, 32% commented on the need to be open more hours; 41% did not comment at all).

Facilities
Within facilities, there is little data that was gathered in comparison with other sections. Almost all data that can be gleaned is from satisfaction surveys (Figures 31-38). Here, as is with all satisfaction surveys, faculty and staff do not weigh in on the surveys, so their opinions are not a part of any of the available data. It is an area that must be improved upon in future satisfaction

studies. In future studies, it will be helpful to look at past data on usage of the various areas of the library. Data is kept on this topic, but it was not pulled into any of the sections to study.

Overall, facilities is the area that the library must improve upon the most, according to the satisfaction surveys given to the students. According to the student satisfaction survey, satisfaction with the library facilities is the lowest ranked question that pertains directly to the library (3.88), with the next lowest ranked category in library services (3.9). Overall, library facilities were given a higher satisfaction level when compared to the satisfaction of the entire campus (3.23), but it is still the lowest category of the four. For satisfaction with study areas throughout the campus, satisfaction was also low (3.67), and the library is a part of the overall availability of study areas. From the honors survey, students rank facilities as very high in importance. Overall, the facilities were given a ranking of 3.0 in importance, which was the second highest of the four categories (technology was highest with a ranking of 3.03). In specific, quiet study areas (3.16), comfortable seating areas (3.09), and individual study areas (3.04) all ranked above a 3 in importance.

Data Gathering and Reporting

While gathering data for the various portions of the report, it became apparent where data gathering and reporting was strong: thorough and useful, as well as where data was weak: sparse, didn't answer questions, and was inconsistent. This section will separate the data in strengths and weaknesses as well as give suggestions for improvement.

Strengths
- Circulation statistics for print materials in the library.
    - Data is able to be manipulated easily to suit needs of report, constantly updated, consistent in how it is reported, and accurate.
    - The library's OPAC is what keeps track of this data; it is not a home-grown method for statistics and data tracking.
- Interlibrary loan statistics
    - Data is able to be manipulated easily to suit needs of report, constantly updated, consistent in how it is reported, and accurate[†††].
    - The library's ILL system is what keeps track of this data; it is not a home-grown method for statistics and data tracking.
- Reference statistics
    - Data is consistent over time in how it is reported and the defined categories for data tracking.
    - The library's method for keeping track of this data is also organized by being kept in a single location by year; it is a home-grown organization system done in excel sheets. In 2007/2008 the excel sheet was improved to provide constant data with up-to-date cumulative figures for better reporting and easy manipulation of data.
    - Frequency of reference statistics has increased in the 2007/2008 year by being kept constantly, rather than at selected weeks during each semester, which gives only a sample. By keeping constant statistics, reference data will be

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[†††] It is important to note that with a change in the system that keeps track of this data, the output of similar reports may not be feasible, but reports on usage have not been generated yet.

representative of use, and manipulated to show trends during certain times and during certain months.

- Database statistics
    - o Usually kept using a nationally recognized statistics standard for databases (COUNTER[‡‡‡]). The databases themselves are responsible for collecting and holding data on database usage, yet it is the responsibility of the library to organize the data for local use.
    - o Database statistics are kept in well-organized excel files by year, separated by database provider. The data is able to be manipulated depending on the provider.

Weaknesses & Suggestions for Improvements

- Instruction statistics
    - o Library instruction sessions are not being surveyed and evaluated consistently across time, librarians, and classes. Data is sparse, and data that was available was not kept in a single, centrally located place.
    - o Uniform surveys need to be administered that reflect not only information literacy outcomes, but also satisfaction levels.
    - o Data gathering and tracking can be done from either a home-grown system of excel files and/or databases or through an outside survey-tracking system like Survey Monkey[§§§].
    - o All instruction statistics should be kept as a single file, but with the power to manipulate data to view various aspects (ex. Only show English 100 classes or only classes with a particular librarian as the instructor).
- Satisfaction Surveys
    - o Only the state-conducted Student Satisfaction Survey is done with regularity, consistency, and the ability to compare across other academic institutions. LibQual is another nationally-conducted survey specifically for libraries that should be administered on a 3 year basis. It would have similar strengths as the Student Satisfaction Survey.
    - o Home-grown surveys should model themselves after the LibQual and/or Student Satisfaction Surveys in order to have comparable data results. Using similar scales and values creates the ability to see more accurate trends over time. These home-grown surveys are usually conducted in order to find out about a certain topic which may not be specifically covered in a national survey, yet it should have similar scales with relation to the broad category that the studied topic would fall under.
    - o In order to keep track of this data, a survey archives folder should be established with all surveys organized either by type of survey conducted or by academic year.
- Patron Population Data[****]

[‡‡‡] COUNTER is a standard set up to ensure accurate and consistent database and e-journal usage statistics across various platforms and providers. The database vendor/provider is responsible for becoming COUNTER compliant.
[§§§] http://www.surveymonkey.com
[****] The standard of anonymity, espoused by the American Library Association, is respected by SUNY Delhi's library. Thus a patron may use the facilities and check out materials without being identified as a particular user. However, a patron may choose to represent themselves on anonymous surveys that the library may conduct.

- o While enrollment data is highly detailed and useful, other patron populations are not accounted for accurately. The library serves the students, faculty, and staff of SUNY Delhi first and foremost, however, data on secondary patron populations such as the greater Delhi community, high school students, alumni, and retired faculty/staff are not accounted for in surveys and services. However, these groups are represented in unit plans as a recognized patron group.
  - o More surveys involving this secondary group would be helpful in recognizing outside users, and ensuring representation in decision making.

Future Assessment Reports
After assembling this report, many ways on how to do it better in the future have arisen. These are listed below.
- Organize the data into the same four broad categories as those that are represented on the student satisfaction surveys: services, resources, technology, and facilities. This ensures accurate representation of all areas when collecting data, since collected data will find a place in each of these sections. An example is patron counts (library building usage per day), which were not used as part of this study because it did not seem to fall onto any one particular topic studied, but the data was later found to be useful when compiling all data together. It is also organized in a way that is easier for those not in the library to understand the data better.
- Create surveys that measure all four categories of data. Take each part into account when doing home-grown satisfaction surveys, since each piece is an important aspect of the library.
- Bring in outside faculty members to comment on how the library is performing. This is also an opportunity for the faculty to give the library more feedback and statistics that pertain to them as well, such as the quality of research papers and information literacy levels before and after a library instruction session. Faculty and staff satisfaction with the library is also a field that is severely underrepresented in satisfaction surveys.
- Continue to provide assessment reports on a rotational schedule in order to keep current with the data.

Closing

In closing, the Library Assessment Team would like to extend the invitation for all comments and queries concerning this report on the Resnick Library's assessment. Queries can be made to any of the team members, except for Janet since she is no longer a member of the library. The LAT has learned much concerning the library, and it was an eye-opening experience that every member learned from. The team will be better prepared for future assessment and data gathering as a result of this thorough report. All the data that was used for this report is available on the library's networked drive.

It is hoped that the Resnick Library will take this report and use it to their greatest advantage in planning for the future. It will aid not only in the decision for new directions, but also in the manner in which data is gathered and kept.

Appendix I: Index of Figures

Appendix II: Sources Used††††

In-house Circulation

A_Library → Library Assessment Team → Enrolled_by_major.lis
- This was obtained through the registrar's office and downloaded to the LAT file. It shows the distribution of majors per division per year.

Aleph Reports
- These were circulation reports generated through the Aleph client. A separate report was run for each academic school year from 2005/2006-2007/2008, and each year was run on a by-title basis of the entire collection.

Public → BOOK ORDERS → Book Orders_2008-02-22
- This is the book orders database for the current year.

Interlibrary Loan Circulation

CLIO Reports
- These were ILL reports generated through the CLIO (interlibrary loan management system) client. Reports were run to show data for each academic school year from 2005/2006-2007/2008. Each report for borrowing and lending showed the Title, OCLC control number, call number (when available), and author. Borrowing reports also showed the status of the borrower.

A_Library → Library Assessment Team → Enrolled_by_major.lis
- This was obtained through the registrar's office and downloaded to the LAT file. It shows the distribution of majors per division per year.

Instruction & Reference Performance

What is the most important thing that students are learning in instruction sessions?
Angela → Instruction and Reference → Angela Instruction evaluation
A_Library → Instruction → Evaluations → CADD170Studentevals2002-
- used 2005 tab
- Question #9

A_Library → Instruction → Evaluations → BusinessOrientationfeedback Fa05
- had to use best judgment for numbers, since only comments were made, no figures

What resources are being used in their papers / what did they use to find resources?
A_Library → Instruction → Evaluations → Nursing Project Eval Fa2007
A_Library → Instruction → Evaluations → Vet Sci Survey&Data June 2005
A_Library → Surveys → General Library Survey → Resnick Library Survey Results May 9, 2005
- Used question #5 to fill in resources used.

Steve → Vets130 → CISscores-Fall07
- Used the "Resources Used" tab

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†††† Any source that shows a path indicates that the file is located on the Resnick Library's shared server.

What types of help are we asked for on the desks?
A_Library → Statistics → Inhouse statistics data → Sep2004
A_Library → Statistics → Inhouse statistics data → Oct2004
A_Library → Statistics → Inhouse statistics data → Dec2004
A_Library → Statistics → Inhouse statistics data → Feb2005
A_Library → Statistics → Inhouse statistics data → April2005
A_Library → Statistics → Inhouse statistics data → May2005
A_Library → Statistics → Inhouse statistics data → Pam's → statscompiledRachels
A_Library → Statistics → Inhouse statistics data → 2007_2008 Ref Stats
A_Library → Statistics → Inhouse statistics data → 2007_2008 Circ Stats

Are students using / aware of our services?
A_Library → Surveys → HonorsClassSpr07 → HonorsClassLibSurvey
- Used questions asking about service usage. Any answer that was at least "somewhat important" was counted as a use of the service.
- Survey will obviously put weight on things that were questioned on, leaving those that were not questioned blank. Take percentages with a grain of salt.

A_Library → Surveys → Resnick library survey Halloween 2007
- Used questions 2-7
- Because all surveys were taking in the library, the number of surveys filled out were used as building usage.
- Also spotty questions, take percentages with a grain of salt.

What databases are students using / aware of?
A_Library → Databases → DatabaseStatsNEW
- Full text download stats for the databases listed. Only from 2005/2006 school year to the present.

Satisfaction with Services, Resources, Facilities, and Technology

A_Library → Surveys → HonorsClassSpr07 → HonorsClassLibSurvey
- Used questions to evaluate importance of library facets.
- Created a scale of 1-4 to create averages of importance: Low Importance=1, Very Important=4.

A_Library → Surveys → Resnick library survey Halloween 2007
- Used questions to collect data on both importance and usage of library facets.
- Percentages were created from total counts per question in order to create averages.

Print Copy: SUNY Student Opinion Survey, Spring 2006
- Used questions to collect data on satisfaction of library facets and to compare them to how satisfaction was ranked in comparable areas.
- Kept data in its format of averages.

Appendix III: Progress Reports from December and April

December 15, 2007

Library Assessment Team Progress Report

Our first Library Assessment Team (LAT) meeting was called to order on the 9th of November. Since that time it has been our task to organize the library's data, determine key areas to research further, and then make suggestions for the improvement of that data. After all of this, we will need to improve areas where we have gaps or inconsistencies, brainstorm ways to improve the library based on our data, and put it into a single report to be given to the Provost, Dennis Callas, in time for the Annual Report in June. Today has been marked as one of two progress reports requested for you to look over, in which we gather the data we already have available.

At Dennis's request we have focused on the impact to the customers: the students and faculty of SUNY Delhi. With that in mind, the LAT has decided to focus on three core areas of data:

1. Usage of the Collection

    a. Shows what our patrons use and where the library collection needs to be improved through collection development.

    b. Anna and Janet are taking charge of gathering information to reflect this data. Anna is focusing on Interlibrary Loan incoming and outgoing requests while Janet is focusing on the library's in-house circulation of materials.

2. Student Satisfaction

    a. Shows what aspects of the library need improvement based on surveys and questionnaires asking about student satisfaction with materials available, hours of operation, services available, etc.

    b. Steve is responsible for gathering information to ask these questions and gather as much data as possible from past surveys and in-house attendance counts.

3. Impact of Instruction and Reference on Student Performance

    a. Shows what parts of instruction and reference seem most vital to students. Also asks whether or not our instruction improves their performance in research.

    b. Angela is responsible for gathering data from instruction evaluations, surveys, and reference statistics to answer these questions.

Thus far, the LAT has been able to meet once per week to discuss our progress and our ideas for how to organize the data. It has been suggested to us to look back at the past three years of data to find trends and create a baseline for future surveys, stats, and evaluations to be based on.

We have a formal report that is in the works. It can be located on the networked drive for viewing (although Angela currently has the most recent form of it since she took it home with her, it will be current on Monday) under the following folder location: Networked Drive → Angela → Library Assessment Report.doc. The current format being followed is to give each area of research its own section where we show the questions that we set forth to answer; our findings, which includes charts and graphs and the reasons data might be skewed; the problems we encountered while gathering data; our suggestions for improvement in terms of the way the data is gathered; and the data used to answer each question (where on the networked drive the data can be found).

For interlibrary loan and in-house circulation, Anna and Janet have been working to answer questions that include stats on which call numbers receive the most use, the ratio of library usage to current campus population, frequently requested interlibrary loan items from the SUNY Delhi campus, and number of filled requests (outgoing) for items from our collection. Interlibrary loan statistics are available for viewing under the following folder: Networked Drive → A_Library → Statistics → ILL Statistics → [ILL statistics].xls.

For student satisfaction, Steve has been gathering data on surveys given over the past three years. The questions he is answering include satisfaction with the overall environment the library provides, the materials (including laptops and desktop computers) available, our hours of operation, etc. It is not known whether or not his data is available in a single document as yet.

For the instruction and reference portion of the research, Angela's current statistical data is viewable on the networked drive under the following folder: Networked Drive → Angela → library assessment stats.xls (although, again, Angela has the current form with her, also will be current on Monday). She is still waiting for instruction evaluations to fill the gaps in data concerning student response to instruction, as well as current reference and database statistics.

With another progress report due in four months (April 15th), we plan to accomplish much in that amount of time. Our goals over this amount of time include: to have a complete report of past data, an established baseline, put forth suggestions for improvement in all areas, and, hopefully, feedback and possible involvement from faculty on how to improve collections, encourage library usage, improve instruction outcomes, and have more cooperation when gathering data on student performance on research papers.

Any questions or concerns about the LAT's progress can be directed to any of our members. If more information was hoped for or required for this progress report, please let Angela know, and she will revise the report to include the desired information, to the best of her ability.

April 15, 2008

TO: PAM PETERS, LIBRARY DIRECTOR

FROM: LIBRARY ASSESSMENT TEAM: STEVE DIXON, ANNA REED, ANGELA RHODES, MARIA WESLEY

SUBJECT: LIBRARY ASSESSMENT TEAM PROGRESS REPORT II

DATE: 6/18/2008

PREPARED BY: ANGELA RHODES, EDITED BY MARIA WESLEY

Library Assessment Team Progress Report II

As requested, the second of two progress reports follow.

<u>LAT Tasks</u>

The first Library Assessment Team (LAT) meeting was called to order on the 9th of November. Our tasks include:

- organize the library's data

- determine key areas to research further

- suggest improvements of that data

As a result of our findings, we will:

- improve areas with gaps or inconsistencies

- brainstorm ways to improve the library statistics gathering and reporting

A single report will be provided to Dennis Callas, Provost, to be incorporated within the June Annual Report.

<u>April Progress Report Goals</u>

As reported in the December report, goals for this reporting period included:

1. to have a complete report of past data

2. to have an established baseline for all data

3. to put forth suggestions for improvement in all areas

4. to provide faculty feedback and involvement on collection development, encouraging library usage, improving instruction outcomes, and enhancing cooperation when gathering data on student performance on research papers.

Report Status

Regrettably, we have not met our goals for a finished product. Changes in staffing, as well as projects and duties with higher priorities have decreased the amount of time and energy devoted to this project. Maria Wesley joined the library's team in January, and was happy to take on the task of assisting the LAT with our project organization and materials production. She has been integral to the team's motivation and conceptualization of the materials needed for the report. Janet Billek was in charge of gathering and reporting on the usage of the circulating collection.   Her increased duties during this semester limited available time for project work. Janet left the staff in early April and had no data to contribute before she left.

Since the first progress report, LAT meetings have declined. The team met twice from January to April to discuss progress and keep teammates on track. Because we were aware of our tasks, we determined it was prudent to concentrate on data gathering rather than meet to discuss our individual efforts. As team lead, Angela has consistently sent reminder emails and offered to assist any and all team members with their assignments. In sum, daily work tasks and difficultly obtaining and analyzing data have challenged the team's progress.

A summary of efforts to date follows.

LAT Database

Since the last progress report, LAT data was moved to its own folder. All team members have been encouraged to post their work within it. [The path is.:   Networked Drive → A_Library → Library Assessment Team.]   Data and reports discussed within this document can be accessed at this location.

Team Member Assignments

Usage of the Collection

c. Shows what our patrons use and where the library collection needs to be improved through collection development.

d. Anna and Janet are taking charge of gathering information to reflect this data. Anna is focusing on Interlibrary Loan incoming and outgoing requests while Janet is focusing on the library's in-house circulation of materials.

December 15 Progress:

For interlibrary loan and in-house circulation, Anna and Janet have been working to answer questions that include stats on which call numbers receive the most use, the ratio of library usage to current campus population, frequently requested interlibrary loan items from the SUNY Delhi campus, and number of filled requests (outgoing) for items from our collection. Interlibrary loan statistics are available for viewing under the following folder: Networked Drive → A_Library → Statistics → ILL Statistics → [ILL statistics].xls

April 15 Progress:

Anna has gathered a profile of enrolled students by major in order to:

i. create a comparison of requested ILL materials and usage of the collection by subject area

ii. show the volume of usage and the significance/impact of major demographics on collection usage.

Reports include:

- students ENROLLED_BY_MAJOR.LIS

- 2007_2008 Students per Major.xls.

- She has also compiled the past three years of ILL statistics:

  o BorrowingRequests_since Clio inception.xls (3 yr tab).

To date a report has not been compiled using this available data..

As Janet did not have any in-house circulation statistics available to be analyzed before she left, Anna has taken on this responsibility. Angela has volunteered to analyze and report on the raw data gathered. Maria has volunteered to gather information on collection development purchases for the past three years, but we are still unsure whether this information could be integrated with circulation and ILL statistics. She is willing to assist in the improvement of statistical data gathering and continuous assessment.

Student Satisfaction

Shows what aspects of the library need improvement based on surveys and questionnaires asking about student satisfaction with materials available, hours of operation, services available, etc.

Steve is responsible for gathering information to ask these questions and gather as much data as possible from past surveys and in-house attendance counts.

December 15 Progress:

For student satisfaction, Steve has been gathering data on surveys given over the past three years. The questions he is answering include:

iii. satisfaction with the overall environment the library provides

iv. materials (including laptops and desktop computers) available

v. hours of operation, etc

It is not known whether or not his data is available in a single document as yet.

April 15 Progress:

Steve is gathering information to answer selected questions. Because satisfaction surveys within the past three years have been difficult to find, he has not been able to create

solid data to address his questions. A compiled report or data for this area is not available at this time.

Impact of Instruction and Reference on Student Performance

Shows what parts of instruction and reference seem most vital to students. Also asks whether or not our instruction improves their performance in research.

Angela is responsible for gathering data from instruction evaluations, surveys, and reference statistics to answer these questions.

December 15 Progress:

For the instruction and reference portion of the research, Angela's current statistical data is viewable on the networked drive under the following folder: Networked Drive → Angela → library assessment stats.xls (although, again, Angela has the current form with her, also will be current on Monday). She is still waiting for instruction evaluations to fill the gaps in data concerning student response to instruction, as well as current reference and database statistics.

April 15 Progress:

Angela's data gathering is complete, and all available statistics are compiled into summarized graphs. Areas where data is missing are areas where no data has been found, and will remain blank. Her report , including the summarized charts, a rough paragraph on baselines for each question asked, information on the data gathered, and sources used for the data, as well as a section on problems encountered and suggestions for improvement, are all included in the draft of the final report:.

<u>Final Report:</u>

December 15 Progress:

We have a formal report that is in the works. It can be located on the networked drive for viewing (although Angela currently has the most recent form of it since she took it home with her, it will be current on Monday) under the following folder location: Networked Drive → Angela → Library Assessment Report.doc. The current format being followed is to give each area of research its own section where we show the questions that we set forth to answer; our findings, which includes charts and graphs and the reasons data might be skewed; the problems we encountered while gathering data; our suggestions for improvement in terms of the way the data is gathered; and the data used to answer each question (where on the networked drive the data can be found).

April 15 Progress:

As previously mentioned, the draft of the final report has been moved to the Library Assessment Team folder. Graphs and charts have been added, the format and style of the draft is visible from the added section. Despite our goal of a complete report, we are, at this time, regrettably far from it.

<u>Goals for the June 15th Report Deadline</u>

By June 15th, all report sections will be ready for Pamela Peters' review. A summary for the 2007/2008 Annual Report will also be completed. Therefore, in the next two months, the LAT will be required to:

1. Complete the gathering, compiling, and analyzing of all data that we were asked to review.

2. Complete a final draft of our report on the data reviewed, including those goals mentioned in the December 15th progress report.

   If possible, we would also like to discuss with select faculty ideas for improving the assessment of the library. This may, however, be outside our scope or ability for a June 15th completion. We also hope to report on any progress for gathering specific library use statistics over the first part of the summer, as this has been recognized as a summer project/goal.

Questions or concerns about the LAT's progress can be directed to any of our members. If additional information is required for this progress report, please notify Angela. A revised report will be produced, to the best of her ability.

Appendix IV: Library Assessment Team Action List				
	Issue	Outcome	Timeline	Members
Resources				
Print Journal Stats	Stats on print journals are not part of the circulating data. If added to circ stats, can see a more accurate reflection of all print materials circulated, esp by LC #.	Added to the circulating statistics		
Database Stats	Better organization, possibly with subject specific data where available. Also needs better cumulative stats.	Database stats that are more user-friendly.		
Database Availability	Data shows an increase in database usage. Should there be an investigation into an increase in purchasing based on core areas of research?	Interlibrary loans for articles to decrease? Use currently purchased databases more heavily through outreach, and investigations into permissions for lending/borrowing in ILL.		
Acquisitions	Improve book order database entry: accuracy in reporting division/major.	More complete stats on acquisitions by major/division.		
Collection Development	Use circ stats and ILL stats to improve high use/demand areas of the collection.	Better collection to serve patron needs.		
Services				
Interlibrary Loan	Improvement of the data gathering from borrowers: make required fields for who the borrower is, including status (student, faculty, alum, etc) and major if applicable.	Better knowledge of who is using the service, which can also help us target high-use groups and high need areas.		
Interlibrary Loan	Outreach to improve ILL awareness, which is low.	Increased borrowing numbers in areas where satisfaction w/ collection is low.		
Instruction	Improve surveys (standardization and frequency) and data organization.	More consistent, quality data to make better instruction decisions.		
Desks	Patron demand for technology help is high, which requires a re-examination of staff time and resources.	Varied, but with a decision or policy to reflect technology in mission?		
Web Page/Online Users	Many students are unaware of services available online to students (blog, IM, email), which are underutilized despite effort in maintenance and improvement.	Outreach creates higher knowledge and usage of online resources and services.		
Technology				
PC's	Not enough, according to satisfaction surveys.	Increase in PC's or laptops based on patron demand.		
Facilities				**pg. 61**

Study spaces	Lack thereof. Student demand for more study spaces, specifically comfortable areas condusive to individual study.	Better usage of the library facility.		
				pg. 62

Executive Summary

Thanks in large part to the findings of the 2008 Library Assessment Team (LAT) Report, the consistency of data collection has improved over the last three years. While there was sometimes difficulty in manipulating the data to make grounded conclusions, in most cases the data was available. Aside from following up on the baselines established in the last report, the last three years have seen increased efforts in evaluating the library's resources and services. This is especially true in the case of our acquisitions process, information literacy instruction, and reference services. While the LAT notes improvements in a number of areas, it also makes recommendations for nearly every area researched. Below is a brief summary of the Resnick Library's performance over the last three years, as well as recommendations for moving forward.

Use of Resources:
- Database usage has increased over the last three years, partly due to the implementation of EBSCOHost's Integrated Search boxes. That being said, the number of full-text articles accessed is roughly the same as preceding years.
- The circulation of physical materials (e.g., books, DVDs, and CDs) has increased since the last report. The highest circulation is found in the nursing, veterinary science, history, and literature collections.
- An analysis of the circulation of print serials (e.g., journals and magazines) demonstrates very little usage of over 40% of the collection. Print serials are a logical place to cut back to meet the budgetary demands of Resnick Library's digital subscriptions.
- The budget allocation for monographs in the Applied Science & Recreation and Liberal Arts & Sciences collections appear to match the needs of Resnick Library's users. Circulation is lower for the Business & Hospitality and Technology collections, so it is recommended that librarians investigate the reasons for this and/or alter the budget allocations for these areas.

Information Literacy Instruction:
- Requests for information literacy instruction sessions have remained consistent over the last three years, and to date, librarians have managed to fill all requests. It is noted, however, that librarians are strained in the fall semesters to meet all the demands of research assistance, collection development, and outreach.
- Librarians have standardized their student evaluations, including questions designed to assess students' learning outcomes related to information literacy. It is recommended that librarians share the data from these evaluations with each other in order to determine trends in students' library usage, difficulties with research, and learning outcomes.
- For the last three years, librarians have collected hundreds of students' bibliographies to assess the effectiveness of library instruction. The most significant finding is that students who attend library instruction, and have clear requirements for the types of sources they are to use, are able to locate appropriate sources and avoid lower-quality sources. Due to limitations in the research, however, it is recommended that librarians become more embedded in campus-wide information literacy assessment.

Reference Services:

- The collection of reference statistics has improved and become more consistent over the last three years. The data suggests an increase in reference questions, as compared to the years covered in the 2008 LAT Report. However, there has been a slight decline over the last three years, so it is recommended that the librarians improve outreach efforts, perhaps incorporating marketing students as a service learning opportunity.
- Student evaluations of reference services were administered for the last two spring semesters and indicate a very high rate of satisfaction with those who seek research assistance. Students expressed the belief that their research project benefited from the librarians' assistance over 90% of the time in both 2010 and 2011. The research also indicated that students who attend information literacy instruction sessions are more likely to seek assistance at the reference desk.
- The reference evaluations were adapted for SUNY Delhi's off-site population at two community colleges. The vast majority of those students had never used Resnick Library resources, and only one of 78 students surveyed had directly communicated with library staff members. This would indicate an area for improvement, though the current staffing model is not adequate for significant growth in this area.

User Satisfaction:

- The 2009 Student Opinion Survey indicates slightly higher satisfaction with the Resnick Library than that of other technology sector colleges. Two questions regarding the library were developed specifically for Delhi, and the majority of students were either "Satisfied" or "Very Satisfied" with library materials and staff.
- The use of the library has increased significantly since absorbing the academic computing lab in the fall 2010 semester. Surveys were administered early that semester and two-thirds of students provided positive comments.
- Surveys administered through the BSN program indicate high satisfaction with the Resnick Library, with 80% responding positively. Those that were not satisfied often expressed difficulty with finding sources, or obtaining full-text copies of sources they did find. More outreach to the online community is likely warranted, though this would also be difficult given the current number of librarians.

Resnick Library

Library Assessment Team

Triennial Report: 2008-2011

August 2011

Team Members:

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In-house & Interlibrary Loan Circulation

Baselines & Historical Areas of Concern

The 2008 LAT Report did not find any major deficiencies in the overall correlations between the collection's circulation and the library's collection development practice. There was mention, however, of the high usage of the Leisure Resources collection (including both books and CDs). Since the writing of the report, Dunstan McNutt, liaison to Liberal Arts & Sciences, has been assigned to this area and he created a collection development policy in 2010.
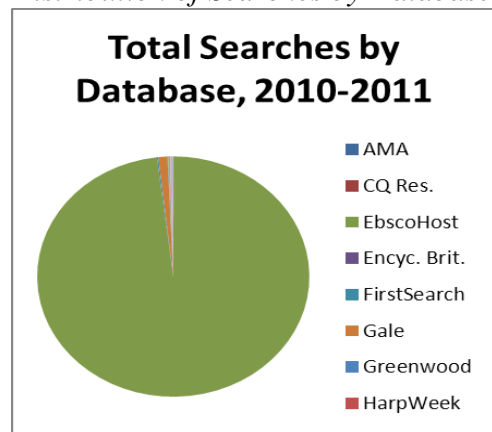
In the 2008 LAT Report, interlibrary loan (ILL) statistics were dealt with separately. In this report, we found it would be useful to compare the trends in ILL lending and borrowing to those found when considering acquisitions and circulation. Following the recommendations of the 2008 report, we have also included an analysis of faculty requests, by division, to see which divisions are most involved in collection development.

Findings

Database Usage

Database usage statistics are compiled on a monthly basis, using statistics provided by each vendor for the number of searches, sessions, and full-text downloads. Though these numbers come from a variety of vendors, nearly all of them provide COUNTER (Counting Online Usage of Networked Electronic Resources)-compliant statistics, ensuring consistency. There are a few important trends to note in the most recent summary of database use:

Distribution of Searches by Database

Total Searches by Database, 2010-2011

- AMA
- CQ Res.
- EbscoHost
- Encyc. Brit.
- FirstSearch
- Gale
- Greenwood
- HarpWeek

As shown in the chart above, the majority of searches (98%) are performed in EBSCO databases. This is likely explained by three factors: EBSCO databases are the primary platform for research in many disciplines offered on campus, they are the most frequently promoted databases in

instruction sessions and reference transactions, and they are regularly accessed via EBSCOhost Integrated Search (EHIS) boxes.

In fall 2010, EHIS boxes were added to the library's homepage and at the top of each subject section of the Databases by Subject page. These boxes allow users to enter a search term and simultaneously search multiple subject-appropriate databases. When a user executes one search, EBSCO counts it as one search for each of the databases being simultaneously searched. Thus, a search for "climate change" in the General EHIS box searches 23 different databases at once and adds 23 to the total number of searches for that month. In this way, the statistics for EBSCO databases are somewhat inflated. It is still likely, however, that even without this inflation, EBSCO databases would be the most-used (though to a less dramatic degree).
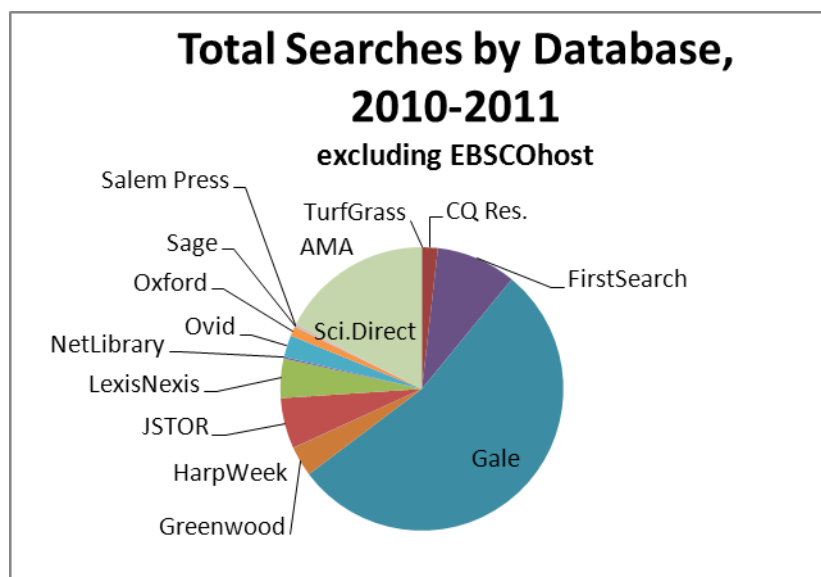
Behind EBSCO are Gale and Science Direct for next-largest shares of searches performed. Gale Virtual Reference Library is a set of online encyclopedias and other reference sources often promoted in research instruction sessions as a way to gather basic background when beginning to explore a research topic, which accounts for 26% of all Gale searches. Science Direct is prized among nursing and veterinary science students for its extensive full-text content, and some veterinary science research assignments require students to use this particular database.

Full-Text Accesses

As with searches, the majority of full-text articles accessed come from EBSCO databases. Again, this is unsurprising considering that EBSCO is the primary platform used here. One statistic that has changed dramatically in the last year is the percentage of full-text accesses compared to the number of searches performed. While this figure was 54% in 08/09 and 35% in 09/10, the 10/11 ratio is only 8%. This can also be explained by the number of searches generated by the EHIS boxes. Though the number of searches has increased significantly, students are still accessing roughly the same number of full-text articles. For all databases other than EBSCO, the full-text-to-searches ratio for 10/11 is 62%.

Physical Collection Circulation

Statistics were generated from Aleph to examine usage of the print collection. These statistics indicate the number of transactions (including check-outs, renewals, and in-house use) for each item used, and were cumulated with circulation data from the last report in order to examine trends from 2005-2010.[1] Because data was collected and analyzed in a similar way, we seek to answer the same questions:

- What are the areas of high use/need and have these areas changed since the last report?
- Do enrollment and allocation of collection development funds appropriately match proportional usage of each area?

During this data-collection cycle we also generated a list of items with zero transactions in order to calculate the percentage of the entire collection being used. In both 08-09 and 09-10, approximately 10.5% of the items in the library's physical collection were used one or more times. This number is likely an underestimate, as there was no effective way to eliminate from the data all of the items which had zero transactions in 2008 or 2009 because they were not acquired until 2010 or 2011. It is difficult to compare this figure to statistics from other academic libraries, which often compute the number of uncirculated items over a longer period of time. For example, a collection assessment performed by the libraries at Bryn Mawr, Haverford, and Swarthmore Colleges showed that 26% of the three libraries' combined collections had been checked out more than once in the previous ten years.[2]

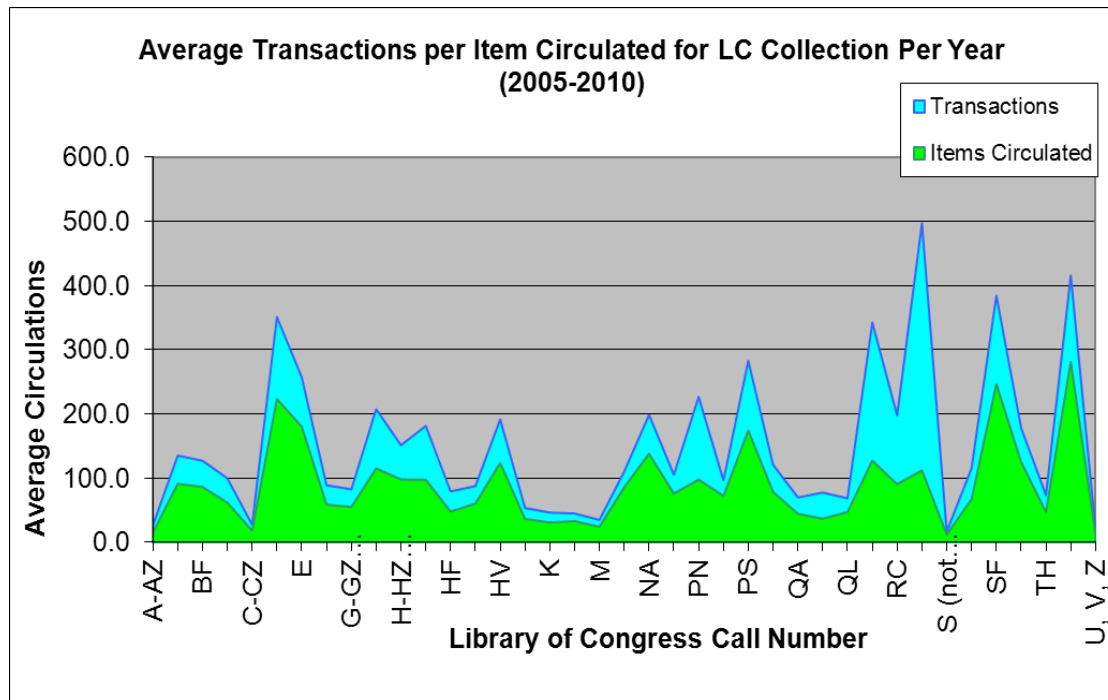| Top Ten Highest Average Transactions			
	Averages		
Call Number	Transactions	Items	Transactions per Item
Access Cards	1362.8	55.6	24.51
RT	497.2	112.2	4.43
Laptops	476.6	7	68.09
TX	415.6	281.2	1.48
SF	384.4	246.6	1.56
D-DZ	351	223.4	1.57
R (not RC, RT)	342.4	127.2	2.69
PS	282.8	174.4	1.62
E	257.4	180.2	1.43
PN	226.6	97.8	2.32

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[1] These findings do not account for the amount of circulation within subject areas relative to the overall size of the subjects' collections. This would be useful for subject collection analyses in the future.

[2] Luther, Judy et al. "Library Buildings and the Building of a Collaborative Research Collection at the Tri-College Library Consortium." *CLIR Publications*. Council on Library and Information Resources, 2003. Web. 15 July 2011.
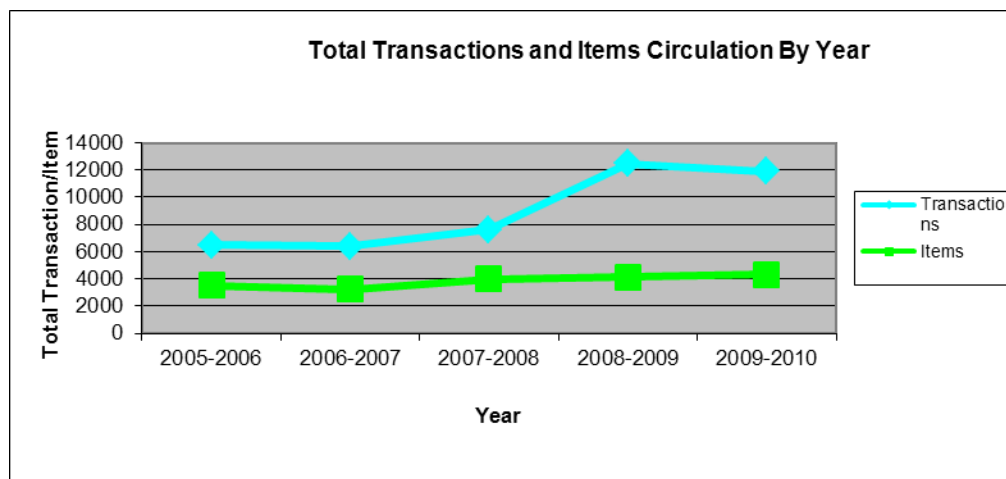
This table shows the items with the highest number of transactions. Access cards are checked out for access to certain parts of the library building on evenings and weekends, and the number of transactions on these cards confirms that the library's physical space sees a great deal of traffic. Most of the call number ranges in this ranking are the same as those with the highest number of transactions for 2005-2008, with a few exceptions: RC (internal medicine) and Leisure Reading materials have dropped out of the top ten in exchange for E (American history) and PN (general literature). Along with E's first appearance on this list, D-DZ (world history) has moved up in the ranking from 8th to 5th, indicating an overall increase in usage of history materials. Those that have remained on this list since 2005-2008, namely R and RT, SF, and TX represent known areas of high collection use: nursing, veterinary science, and hospitality, respectively.

Top Ten Highest Usage per Item			
	Averages		
Call Number	Transactions	Items	Transactions per Item
Laptops	476.6	7.0	68.09
Access Cards	1362.8	55.6	24.51
RT	497.2	112.2	4.43
R (not RC, RT)	342.4	127.2	2.69
PN	226.6	97.8	2.32
RC	198.0	90.6	2.19
LR-Music	218.6	103.6	2.11
QH	77.6	36.8	2.11
HD	181.4	97.6	1.86
GV	207.6	115.2	1.80

This table shows the categories with the highest ratio of transactions to items. Again, this is based on the number of items with at least one transaction; calculations including the number of items in the category with no transactions reduces the ratio considerably for all but laptops. These numbers give us a sense of areas in which fewer items may circulate, but these few circulate a great deal. As expected, reserve items such as laptops and access cards have by far the highest ratios. The Rs, RT, and RC all appear on this chart, and these materials are the ones most used by nursing students. While only one of these three groups appears in the top ten for number of items used, they are among the highest for transactions per item, suggesting that nursing students are using the same materials many times. In all of the above subject areas, it may bear further investigation to determine whether more items or copies are needed to satisfy demand, or whether these numbers simply indicate popularity of materials in these sections.

Average Transactions per Item Circulated for LC Collection Per Year (2005-2010)

Transactions
Items Circulated

(Y-axis: Average Circulations — 0.0, 100.0, 200.0, 300.0, 400.0, 500.0, 600.0)

(X-axis: Library of Congress Call Number — A-AZ, BF, C-CZ, E, G-GZ, H-HZ, HF, HV, K, M, NA, PN, PS, QA, QL, RC, S (not..., SF, TH, U, V, Z)

The above graph displays transaction and item data across all call number ranges. The trends highlighted in the tables are visible here as well: high numbers of transactions in the Ds, Rs, SF, and TX; and high transactions per item represented by the space between blue and green curves (most notably in the Rs, PN, GV, and HD).

Total Transactions and Items Circulation By Year

Transactions
Items

(Y-axis: Total Transaction/Item — 0, 2000, 4000, 6000, 8000, 10000, 12000, 14000)

(X-axis: Year — 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010)

Here we can see overall trends in circulation and number of items for the past five academic years. Number of transactions increased dramatically in 2008-2009 and declined only slightly in 2009-2010. The total number of items being used has grown slightly, but has remained relatively steady. This increase in circulation without accompanying increase in number of items can perhaps be explained by looking at circulation by collection code, shown below:
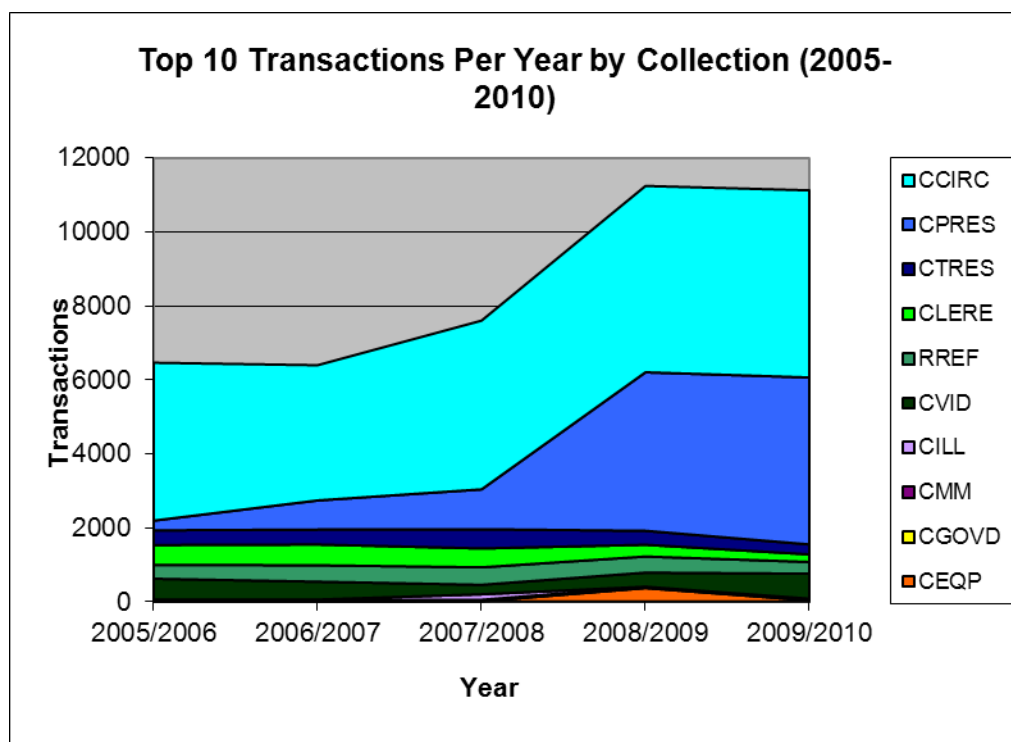
In this graph we see a similar increase in 2008-2009, due largely to an increase in transactions on "CPRES" or permanent reserve items. Both access cards and laptops are on permanent reserve, as well as headphones and keys to study rooms. These numbers reflect both increased demand for study space and computers, as well as increased awareness that the library offers these resources.

Print Periodicals Usage

As resources for research continue to become more popular in the digital environment, it is important to identify areas where costs can be cut to finance online resources. Print journals, newspapers, and magazines are an obvious place to start, as online databases often duplicate the library's physical holdings. After running a report in Aleph on the number of transactions for all print serials, it was found that over 40% of the print serials are used once a year or less; nearly 60% were used twice a year or less; and nearly 70% were used three times a year or less.[3] If these titles were cut, the library could save over $9,000, $11,000, or $14,000, respectively.

Interlibrary Loan Circulation

Borrowing has seen an overall average increase in the number of items requested from our patrons, with an average decrease in the number of unfilled items. Students in nursing account for the highest concentration of users of interlibrary loan, followed by liberal arts and hotel/travel. Over 80% of borrowed and loaned items are books. Preliminary research indicates

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[3] Periodicals that have been used and left off the shelf are scanned for in-house use, which is the sole source of data. This likely results in under-reporting of usage, as some patrons re-shelve titles. Consequently, librarians should consult with faculty before ending any subscriptions.

the need to improve turnaround time, meaning the time lapsing from the time patrons request an item until they are notified the item is here for them to pick up. There have been courier service problems with untimely delivery of materials, and this may account for the poor turnaround time. Similarly, the percentage of unfilled items being loaned to other libraries has increased, calling for further investigation. As far as articles are concerned, most of the registered users (92.57%) of the ILLiad software indicate they are willing to accept electronic delivery for articles. This greatly expedites the turnaround time for this type of item.

Acquisitions, Enrollment & Faculty Participation

Taken as a whole, an analysis of the library's circulation and interlibrary loan (ILL) patterns can help determine the proper allocation of resources. When compared to enrollment data, one can get a sense of the needs of the academic divisions. For the present study, librarians compared the average circulation for the different divisions to the average number of items purchased and the average number of transactions. This was then broken down to percentages so the divisions could be compared side by side. This analysis is limited insofar as it does not take into consideration possible information needs that were not met by our standing collection, so we included ILL data from the last three years to see what areas were not sufficient for users' needs. Below is a table summarizing our findings:

Division	Enrollment	Avg. $ Spent	Avg. Items Purchased	Avg. # of Transactions	% of ILLs for 2010-2011[4]
Applied Science & Recreation	17.7%	30.4%	24.3%	17.8%	8%
Business & Hospitality	27.7%	19.4%	18.5%	11.7%	4%
Liberal Arts & Sciences	33.4%	37.7%	48.6%	59.4%%	83%
Technology	21.2%	12.4%	8.6%	11.1%	6%

As can be seen, the degree to which the allocation of funds meets the needs of our user population varies. The Technology division has the closest relationship between the percentage of money spent and the percentage of transactions. Likewise, the largest amount of money is spent on the Liberal Arts & Sciences division, with that collection accounting for the majority of transactions.[5] In both the Business & Hospitality and Applied Science & Recreation divisions, however, there appears to be much more money spent than circulation would imply is necessary. In the case of Applied Science & Recreation, the percentage of the transactions is consistent with the 2010-2011 enrollment figures. The figures for Business & Hospitality, on the other hand, would imply either that the curriculum does not require extensive research using monographs, or that the materials being purchased do not reflect the research needs of Resnick Library's patrons.

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[4] Due to the limitations of OCLC's reporting for interlibrary loans, it is not clear that these numbers fully represent the books borrowed for the 2010-2011 year, but it should be a representative sample, at the very least.

[5] It is not particularly useful to compare the enrollment in Liberal Arts & Sciences to other divisions, as courses in Liberal Arts & Sciences make up the majority of required courses for all divisions. Therefore, students throughout divisions conduct research in a variety of disciplines.

Given the relatively low percentage of business titles being requested through Interlibrary Loan, the former conclusion is probably correct.

The 2008 LAT Report recommended that the patterns of faculty involvement in collection development should be investigated. Looking at the last two years of orders, the following was found, in terms of the number of faculty involved from each division and the number of titles purchased based on their suggestions:

Division	Total Number of Faculty Members	Number of Unique Faculty Members Requesting Items	Number of Titles Purchased
Applied Science & Recreation (AS&R)	66 (including Technology)[6]	10	23
Business & Hospitality	52	7	25
Liberal Arts & Sciences	122	25	105
Technology	66 (including AS&R)	7	27

Those divisions that have the most faculty participation (Applied Science & Recreation and Liberal Arts and Sciences) appear to match up with those areas that see the most circulation (17.8% and 59.4%, respectively). Whether this is a reflection of the faculty's awareness of the divisions' research needs, or a reflection of the disciplinary research practices is impossible to discern from the data, but would be worth investigating.

Recommendations for moving forward:

As both database usage and physical circulation have increased in the last three years, the SUNY Delhi community is obviously using Resnick Library's resources more and more. Even if transactions on laptops and access cards are subtracted from the circulation statistics, they only account for half of the increase from 2007-2008 to 2008-2009. This is rather surprising, given the increasing emphasis on digital materials for scholarly research. While it will be interesting to see how these trends continue in years to come, there are no major recommendations for instructional or outreach efforts in regards to the collection.

Given the above findings regarding the print serials collection, library staff should develop rational criteria for discontinuing subscriptions. The criteria should take into account the cost of the subscription, the usage of the materials, and digital availability, among any other factors staff finds to be important.

The staff should take a closer look at the reasons for unfilled interlibrary loans to other libraries. For example – if a large number of the unfilled requests are the result of inaccurate OCLC/WorldCat holding records, this indicates the need to "clean up" those records which are seen by the world at large. With changes in staff responsibilities for the fall semester, the hope is

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[6] The Applied Sciences & Recreation division and the Technology division have recently merged, but our collection development duties largely follow the former organizational structure.

to evaluate our interlibrary loan services and make appropriate adjustments that will better serve our patrons and those of libraries that look to borrow from us.

As far as collection development is concerned, we would do well to rethink our methods for assessing collection use if the goal is to better align our budget allocation with the needs of our users. The gathering of data for this section was particularly difficult, and incredibly time-consuming, with no substantial findings for moving forward. On the circulation side, it was extremely time-consuming to make three years of data usable for the purposes of this report. We recommend that this data be generated and managed once a year so that it might be less daunting at the time of the next triennial report. On the acquisitions side, because of changes over the last few years, it was very difficult to create common sets of data for the purposes of comparison. We recommend that data entry be standardized with the intent of using the data for collection analysis. This is something library staff would need to discuss as a group, but the addition of the actual item price to the master order sheet was extremely helpful, so it might be useful for an additional field to be added for the call number. Librarians could then easily compile reports for their divisions so that they can analyze their purchasing habits on whatever level of detail they wish. Moving forward, it might be useful for the library staff to review the current literature on collection development and evaluation for future planning.

Given the distribution of faculty requests for collection development, it would be useful to survey faculty to determine their perception of the research needs for their divisions, their perception of the library's resources for their subject areas, and their awareness of the library's services for faculty. If nothing else, this might serve as an opportunity for outreach and communication with the teaching faculty.

Instruction

Baselines & Historical Areas of Concern

Based on the findings of the 2008 Library Assessment Team Report, the largest area of concern was the consistency and availability of data for the library's instructional efforts. While quantitative data existed, such as the number of sessions and students taught, the qualitative data regarding students' perceptions and learning outcomes were not standardized or made readily available. At the time of writing the 2008 report, the largest perceived gap was the assessment of students' information literacy competency.

Findings:

The majority of information literacy instruction at Resnick Library focuses on introductory courses such as Freshman Composition and Public Speaking. Librarians work with faculty to determine specific learning outcomes for different courses, but librarians provide examples of learning outcomes on the instruction request form, and are as follows:

- The ability to locate relevant library resources;
- competence in developing effective search strategies for research;
- recognition of differences in information sources and their intended audiences;
- awareness of the importance of respecting intellectual property and citing appropriately.

These outcomes are flexible enough to meet the needs of all the disciplines for which we provide instruction, including business, education, history, horticulture, nursing, veterinary science, and many more.

With the 2007-2008 academic year as a baseline, instruction requests have remained consistent since the last report, with the number of sessions in the fall semesters numbering between 39 and 48, and the number of sessions in the spring semesters numbering between 16 and 23.[7] That being said, there appears to be a decline in the number of students attending instruction sessions. 48 sessions were taught in both fall 2008 and fall 2009, with 1147 students and 927 students attending, respectively. While the number of sessions dropped to 39 in fall 2010, there was a decline of 368 students attending from fall 2008 to fall 2010. With a student to faculty ratio of nearly 20,[8] the drop in attendance would only account for half of this figure. It should be noted, however, that two orientations for the Business and Hospitality division (no longer taught) accounted for approximately 250 students, which would explain some of the decline in numbers. In any case, better record-keeping is likely needed to give a more reliable snapshot of student attendance.

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[7] Since fall 2009, instruction requests have been managed through the use of an online form that feeds into a spreadsheet. It should be noted that sessions are occasionally taught without the request being entered into the spreadsheet. Thus, the number of sessions and students taught are likely underreported.

[8] State University of New York Delhi. "About Delhi." *SUNY Delhi.* SUNY Delhi, 20 Nov. 2009. Web. 11 Apr. 2011.

Librarians regularly administer student evaluations at the end of instruction sessions to assess student satisfaction, and, to a limited extent, student learning outcomes. During the 2009-2010 academic year, librarians moved student evaluations from SurveyMonkey to Google Forms, and standardized their student evaluations in the process. Aside from questions regarding students' prior usage of library resources and perceived utility of the instruction sessions, librarians added questions to assess students' understanding of formulating effective search strategies and citing their sources. While these are only two aspects of information literacy, these questions have provided librarians with feedback so that they may more effectively teach key information literacy skills and concepts. The data from the last three years indicates that librarians collect student evaluations from approximately half of their sessions.

In order to further assess student learning outcomes related to information literacy competency standards, librarians collaborated with faculty to evaluate students' bibliographies on completion of their research assignments. As defined by the Association of College and Research Libraries, the information literate student can effectively locate and evaluate information relevant to their needs, use that information to meet their needs, and do so ethically with respect to others' intellectual property.[9] While the assessment of students' bibliographies does not provide data regarding their effective use of the information, librarians are able to come to conclusions regarding the quality of the sources used as well as the quality of the citations. This assessment provides information regarding the recognition of appropriate resources (i.e. library catalogs or databases), the development of search strategies, the evaluation of sources, and correctly citing sources with respect to the standards of a given discipline.

The assessment of students' bibliographies has evolved organically from fall 2009 to spring 2011, responding to faculty participation and evaluation of the information collected. In the fall 2009 semester, over 80 student bibliographies were collected from four courses (ALHT 100, ENGL 100, HIST 105 and HIST 135). Data collection focused on the types of sources (i.e., books, journals, web sites), the method of access (i.e., print or digital), and the quality of the sources (i.e., identifying inappropriate web sites). In the spring 2010 semester, 58 bibliographies were collected from four sections of ENGL 100. In addition to the data gathered previously, we also evaluated the formatting of citations. By far the most successful in terms of faculty participation, and using the same data points from the spring 2010 semester, the fall 2010 assessment included over 140 bibliographies from six different professors. Continuing in this vein, the spring 2011 assessment includes two research-intensive classes: ENGL 250 and HIST 320.

Taken as a whole, it is difficult to draw any significant conclusions regarding students' information literacy competency from semester to semester. The nature of instruction and the courses for which instruction was provided has not changed radically from fall 2009-spring 2011. It is true that we have been able to collect more bibliographies from semester to semester, but there is no clear trend in the percentage of students using inappropriate sources. In the fall 2009 semester, only 10% of students who attended library instruction used inappropriate sources,

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[9] Association of College and Research Libraries. "Information Literacy Competency Standards for Higher Education." *ACRL.* American Library Association, 2000. Web. 11 Apr. 2011.

compared to 64% in the spring 2010 semester and 40% in the fall 2010 semester. At the same time, more students used appropriate journal articles or books in the fall 2010 semester (100%), than they did in the fall 2009 semester (91%). When one compares data from different classes, however, clearer trends are evident.

Semester	Sample Size	Percentage of students citing inappropriate web pages	Percentage of students citing appropriate articles or books
Fall 2009	80	10%	91%
Spring 2010	58	64%	74%
Fall 2010	140	40%	100%

The evidence suggests that professors who have clear requirements for what kinds of sources are permissible are more likely to have students use library resources and avoid inappropriate sources. The ALHT 100 course from fall 2009 required at least two sources from books or peer-reviewed sources, and 91% of students cited a book or journal, with only 1% using an inappropriate source. Less than a quarter (23%) of the total sources cited were from web sites. In an ENGL 100 course from the same semester, with no source requirements, 100% of students cited a book or journal, but 22% of students used inappropriate sources. In this course, 62% of the total sources cited were web sites.

Course	Professor provided source requirements	Percentage of students citing articles or books	Percentage of students citing inappropriate sources	Percentage of total sources that were web pages
NURS 100	Yes	91%	1%	23%
ENGL 100	No	100%	22%	62%

In another example, one can see the difference between two ENGL 100 courses: one that has explicit source requirements, and one that does not. In the first case, 92% of students used a book or journal, with 19% of students using an inappropriate source. These inappropriate sources only made up 6% of all sources cited, and web sites only accounted for 23% of all sources cited. In the second class, with no source requirements, only 45% of students used a book or journal, and 52% of students used an inappropriate source. These inappropriate sources made up 22% of all sources, and web sites accounted for 69% of all sources cited.

Course	Professor provided source requirements	Percentage of students citing articles or books	Percentage of students citing inappropriate sources	Percentage of total sources that were web pages
ENGL 100	Yes	92%	19%	23%
ENGL 100	No	45%	52%	69%

One could reasonably conclude that students who have attended library instruction and are required to use sources appropriate for college-level research have the information literacy competencies necessary for the task. These findings are corroborated by the research Angela Rhodes conducted with two ENGL 100 courses that did not have specified source

requirements.[10] An information literate student is one who is capable of evaluating the quality of a source used in the course of research. The above findings indicate that students might have this skill, but do not put this skill to use without the motivation that comes with clear source requirements.

Taken as a whole, the quality of citations does not follow any discernible patterns. In both spring and fall 2010 semesters, students cited their sources correctly less than 60% of the time (58% and 51%, respectively). Librarians often emphasize the importance of citing sources in the text of students' papers in order to respect intellectual property. The newly standardized student evaluations conducted at the end of instruction sessions includes a question regarding the importance of citing sources. The question reads: "True or false: If you paraphrase an idea from one of your sources, you DO NOT need to provide an in-text citation." Drawing from one librarian's evaluations, students answered the questions correctly 76% of the time, with 15% of students unsure and the remaining 9% answering incorrectly. This indicates that a much greater number of students understand the concept of source citation, yet lack the ability to apply the mechanics. From the data, it is difficult to conclude whether librarians' or professors' coverage of citation is insufficient, or if students are simply not motivated to follow proper citation formats.

The current assessment efforts are limited in number of ways. First, we do not have data from courses that did not require library instruction. It would be useful to compare the bibliographies of students that attended library instruction with those that did not, so that conclusions could be drawn about the effectiveness of library instruction. Second, we do not know how many students that used appropriate sources found them on their own, or in consultation with others, whether it be a professor, a librarian, or someone else. We do have some evidence from our research assistance evaluations, but not enough to be statistically significant (see below, under Reference). Finally, as far as a true assessment of information literacy skills, the majority of the current evidence decontextualizes the sources used from the actual information needs of the students. There are some possibilities for remedying this issue, based on research from the spring 2011 semester. In both Professor Kathryn DeZur's ENGL 250 and Professor Terry Hamblin's HIST 320 courses, bibliographies were accompanied by research questions or topic statements so that librarians could link the students' information needs with the information they retrieved.

Recommendations for moving forward:

In reviewing the data, it is heartening to see that all instruction requests have been met, and that professors regularly bring their classes back from semester to semester. That being said, the librarians agree that the teaching load in the fall often makes it difficult to meet other job responsibilities, and requires others to cover reference shifts so that all sessions can be taught. And this only takes into consideration the on-site students; the off-site students (both online and those at extension sites) are receiving little-to-no instructional support. The current method of collecting data through the Google spreadsheet is quite easy, though there are still classes that do not have all the information added after the instruction session (i.e., number of students in attendance, whether or not evaluations were completed, etc.). Also, as information is calculated

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[10] Rhodes, Angela. Assessment of Information Literacy Learning Outcomes in two English 100 Classes. 2010. TS. Resnick Lib., Delhi, NY.

based on the spreadsheet, faculty requests for multiple sections must be added individually so all students and sections are accounted for.

Now that all the librarians' student evaluations have been formalized, it would be useful to establish a method of collecting all the data, especially in terms of the students' prior usage of the library, their difficulties with research before the instruction session, and the student learning outcomes assessed by the evaluation. Given the existing issues surrounding faculty ownership of student evaluations, this must be treated with sensitivity. It is conceivable that a common spreadsheet could be created where the relevant elements of assessment could be collected without any identifying fields (such as professor's names and/or unique course names, student comments, or teaching librarians' names). Librarians might also volunteer to share data that identifies particularly useful teaching methods for different learning outcomes. On a related point, librarians might explore self-assessments and semi-annual meetings to improve their teaching and collaboration.[11]

Given the limitations of the bibliography assessments of the previous semesters, librarians should discuss the desired student learning outcomes the data is intended to address so that they can develop a more effective assessment plan. This assessment needs to include online and off-site programs. It should be noted that faculty's voluntary participation is required, and can often be an impediment to the data collection efforts. However, if librarians were able to become more embedded in SUNY Delhi's information literacy assessment, it might provide a more holistic picture of the students' level of information literacy across the college. Furthermore, there is some evidence that librarians' participation in staff development workshops can lead to further faculty collaboration, so those efforts should continue to the extent possible. Finally, but not insignificantly, it would be useful to look at those programs that have been particularly effective, such as the Veterinary Science workshops, in order to see how similar models might be used across the curriculum. All that being said, the current staffing of the library would not allow for information literacy assessment to rest solely on the shoulders of librarians, so this must take place on a curricular level.

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[11] See, for example, Accardi, Maria. "Bolstering the Bridge to Instructional Improvement: Librarian Self-Assessment and Strategic Planning For Information Literacy Program Development." *LOEX 2010*. Dearborn, MI. April 29-May 1, 2010. Click here for Powerpoint.

Reference

Baselines & Historical Areas of Concern:

Starting with the 2007/2008 school year (the last year under review in the previous LAT Report), the data collection for questions asked at service desks has been more consistent and formalized. While there are some differences in the kind of data collected, some trends can be assessed in terms of the types of questions asked and the average number of questions asked per week. In the 2007/2008 school year, the majority of questions were either short reference questions or computer/software related, with 28% and 29%, respectively. The average number of questions for 2007/2008 was approximately 120 per week. This was an increase from the previous year of approximately 75 questions per week.

Findings:

Due to the greater regularity of data collection, the following findings should be more reliable than in past years when they were based on sampling. That being said, the librarians agree that there is probably a certain level of under-reporting, due to the sometimes hectic environment at the front desk. The library's primary student services, including circulation and reference, have been consolidated at the front desk for the last two years, further improving the reliability of data (as a full-time staff member is present the vast majority of the time).

The percentages of the types of questions asked have changed very little over the last three years. Short reference questions and computer-related questions continue to dominate, on average accounting for 29% and 13% of questions, respectively. As a whole, directional questions and reference/computer questions are split at approximately 50% each for the last three years. In terms of the total number of questions, however, there has been a decline. In the 2008/2009 academic year, an average of 210 questions were asked per week, compared to 183 in 2009/2010, and 133 in 2010/2011. It should be noted that the technology help desk now provides computer support for students, so that might account for part of the decline seen in the 2010/2011 academic year. That being said, all three years have had more questions per week than previous years, as documented in the 2008 LAT report. The evidence suggests that students continue to prefer to ask questions at the front desk, with those questions accounting for over 90% of the total questions for all three years. The IM is the second highest method, with an average of 7% of all questions[12], followed by the phone and e-mail, accounting for approximately 1% each.

In the last year and a half, the Library Assessment Team has developed a strategy of assessing reference services using surveys at the end of the spring semesters. Professors teaching courses that include a research component have been asked to distribute research assistance evaluations along with their own student evaluations. In both spring 2010 and spring 2011, approximately 10

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[12] Participation in the Ask Us 24/7 cooperative virtual reference service began in 2009. Roughly 22% of IM questions asked by our students in 09-10 and 10-11 came through this service.

professors volunteered to assist in the evaluations, collecting over 350 responses in 2010 and over 250 responses in 2011.

In both 2010 and 2011, the rate of satisfaction with research assistance is quite high, and there are certain trends worth noting in terms of the number of students seeking assistance and correlations with students who attended library instruction sessions. In the spring 2010 semester, 128 unique students sought research assistance at the library, out of a total of 304 unique students surveyed, or 42% of the unique student population under consideration. This rate increased in the spring 2011 students, with 54% of 198 unique students surveyed. In both years, the vast majority of students came to the front desk for research assistance (87% in 2010 and 99% in 2011). Students expressed the belief that their research project benefited from the librarians' assistance over 90% of the time in both years (91% in 2010, 94% in 2011). Many students left comments about the improvement in their grades due to the assistance, showing that the library support contributed to their meeting professors' learning objectives. The majority of negative comments focused on library resources, such as a lack of computers in 2010 (before the library absorbed the computer lab), or books on their particular topic.

When the data from students that attended library instruction sessions is compared to those that did not attend, a couple of interesting findings emerge: students appear to be more likely to seek assistance at the front desk if they attended an instruction session, and they have a slightly higher satisfaction rate with their final product. In 2010, 62% of students that attended an instruction session sought assistance, compared to 48% of those that did not attend an instruction session. Similarly, in 2011, 67% attending an instruction session sought research assistance, compared to the 45% of those that did not attend an instruction session and sought research assistance. One could reasonably conclude that students are more comfortable approaching librarians having met them in the instructional setting. This is supported by the fact that a higher rate of students seek help in person, at the front desk, if they attended library instruction (an average of 98% compared to an average of 87%).

In an effort to get a sense of our off-site students' use of Resnick Library, surveys were distributed to 2 community colleges through their professors when student evaluations were collected. The findings confirmed our suspicions that our off-site population was not familiar with SUNY Delhi's library resources. Of 78 students surveyed, only 9 had used Resnick Library resources, and of those 9, only 1 had directly communicated with library staff members. Conversely, over 60% of the students surveyed (48 total) used the community college's library resources. A number of comments alluded to the fact that students were not aware SUNY Delhi library resources were available to them. In other cases, students commented on their familiarity with the community college's resources (e.g.: "I have never used it because the SCCC library is so convenient").

Recommendations for moving forward:

If the data is correct, and our number of questions is declining, we might do well to work on outreach. Perhaps we could work with a marketing class to create a competition to help brand the

library and/or market our services.[13] One possible explanation for the decline in questions is the fact that CIS now has a staff member on the first floor of the library, so they might be absorbing some of the technology questions. It would be useful to track these questions, if CIS is willing.

Though the faculty's participation in the research assistance evaluations is greatly appreciated, surveying 250-350 students might not be representative of the larger student body. Efforts should be made to have greater faculty participation, or new methods of surveying should be explored. One option would be to create an electronic version of the survey and give students access to the link following research consultations.

Resnick Library should engage in more outreach to the 4 year students taking courses through community colleges, though it is not clear how that could be accomplished. Based on President Candace Vancko's Smart Growth model for SUNY Delhi, the off-site student population will likely grow in years to come. It is unclear how the current staffing model could accommodate the same level of academic support for off-site students that on-site students currently enjoy.

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[13]See, for example, two recent articles in *College & Research Libraries News*, vol. 72, no. 5: "Students Research the Library: Using Student-Led Ethnographic Research to Examine the Changing Role of Campus Libraries," and "Imagine: A Student-Centered Library."

Satisfaction with Services, Resources & Facilities

Baselines & Historical Areas of Concern:

The 2008 LAT report suggested that, as a whole, students were satisfied with Resnick Library's services, resources and technology, but that satisfaction with the facilities was lower. However, it was also recommended that the methods of measuring that satisfaction be improved through the standardization of surveys, which would be administered more regularly.

Findings:

There is very little difference between the findings of the 2009 Student Opinion Survey (SOS) and those of the 2006 SOS.[14] Just as in the 2006 survey, the standard questions related to library services and resources place Delhi above the technology sector averages, and on par with all other SUNY colleges. The relevant questions, along with SUNY Delhi's standing amongst its peer- and state-operated institutions, are as follows:

Section II A - Academic Environment, Experiences, and Facilities

Level of Satisfaction with...	Avg. SUNY Delhi	Avg. Technology Sector	Avg. State Operated	Rank Among Tech. Sector	Rank Among State Operated
4. Library resources	3.96	3.91	4.04	2	15
5. Library services	4.02	3.87	4.01	2	10

Section III A - College Services, Facilities, and Environment

Level of Satisfaction with...	Avg. SUNY Delhi	Avg. Technology Sector	Avg. State Operated	Rank Among Tech. Sector	Rank Among State Operated
6. Library facilities	3.92	3.89	4.03	2	17

This should be put in perspective, however. The SOS uses a 5-point scale for satisfaction, where 1 is "Very Dissatisfied," 3 is "Neither Satisfied Nor Dissatisfied," and 5 is "Very Satisfied." By those standards, all of the colleges, Delhi included, are within .15 of "Satisfied", with no real statistical significance differentiating them. It is unclear that the standardized SOS results are the best method of assessing student satisfaction with the library. That being said, the two questions

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[14] ACT Survey Research Services. SUNY Student Opinion Survey: Comparison and Graphics Report. 2009. TS. Resnick Lib., Delhi, NY.

put forward by the library that are specific to the Delhi SOS show that the majority of students surveyed were either satisfied or very satisfied with library staff and services:

Section VI – Delhi-specific Questions

Question	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Never Use
5. Please rate your satisfaction with obtaining library material in a timely manner	22.3	38.9	28.3	2.4	0.7	5.5
6. Please rate your satisfaction with the library staff (friendly, knowledgeable, helpful, available)	20.7	40.1	19.5	2.9	0.5	8.3

Having noted that the last LAT report highlighted less student satisfaction with the library's facilities, recent developments indicate a shift in attitude following the latest renovation of the first floor of the library. With the beginning of the fall 2010 semester, the college incorporated the main academic computing lab for students into the Resnick Library and Learning Center, now providing access to over 60 computers, with an additional 23 computers available when the library's computer lab is not being used by a class. Following the renovation, the library's student advisory council administered a survey to gauge students' satisfaction with the changes. When asked for their first impressions of the library, two-thirds of respondents gave positive responses, with an additional 20% providing neutral or unclear responses. The majority of negative responses reacted to the decrease in total computers available on campus (despite the increase in the library itself).

These findings are corroborated, to some degree, by the data gathered through daily floor counts. During the 2010-2011 academic year, student usage of the library increased in every month but one (and that month appears to be an unexplainable outlier). Usage increased by over 10% nearly every month, with a few months showing an increase of over 30%. It should be noted that the gathering of data has improved dramatically over the last four years, but it is still uneven. Due to the current staffing model, with one professional staff member and one student worker at the front desk, it is sometimes difficult to get away from the desk to do the floor count. As these are often the busiest times, it would be ideal to capture that data.

One population that has not been discussed in this report thus far is our online students, namely those in the BSN program. In the 2010-2011 academic year, surveys were administered at the end of 4 sessions, with 573 surveys collected in total. One question on the survey asks students to rate the degree to which they agree with the following statement: "I am satisfied with my experiences with the Delhi Resnick Library." Every session, over 80% of students either agree or strongly agree with that statement, with approximately 10% either neutral or reporting it is not applicable to them. While there are vocal outliers, the majority of the comments are related to difficulties in finding appropriate sources, or finding the full-text of those sources.

Recommendations for moving forward:

While there is evidence that most of the students that use the library are satisfied with its offerings, these conclusions would be firmer if the methods of assessment are formalized and more regularly administered. As a part of that planning, the LAT should identify all concerned populations so that there is a more thorough evaluation of users' satisfaction. This would include students, be they on-site, online, or off-site, as well as faculty.

Action List

Area of concern	Issue to be addressed	Desired outcome	Timeline	Members
Data Collection	In some areas, data were difficult to analyze due to the overwhelming amount collected.	Begin collecting interlibrary loan and circulation data on a monthly basis to allow for easier analysis.	Spring 2012	Amanda, Anna
Print Serials	Findings show low-usage for 40%-50% of our holdings.	Cut serial subscriptions down to alleviate pressure on the budget for digital resources.	1 year	Staff
Monograph Collection Development	Circulation of Business & Hospitality and Technology collection is low.	After investigating the cause for low circulation, either a) alter collection development to meet division needs, or b) adjust budget to better reflect the needs of the larger user population.	1-2 years	Subject specialists
Interlibrary Loan	There appears to be an unusually high number of unfilled requests from other libraries.	Identify the cause of the unfilled request, whether it is a matter of OCLC's holdings, or of untimely management of requests, and adjust accordingly.	TBD	Anna Reed
Instruction Evaluations	Student responses are only available to individual librarians.	Create a shared repository for instruction evaluation data.	2010-11 school year	Dunstan McNutt, Amanda Mitchell
Information Literacy Assessment	Assessment efforts thus far are quite limited, in terms of getting representative data across divisions.	Develop a curricular-wide assessment plan, establishing student learning outcomes, identifying methods of assessment, and creating a repository for data collection.	TBD	TBD
Technical Assistance for Computer Lab	The Help Desk is now staffed on the first floor of the library, and there is currently no method of tracking the number and/or kinds of questions being asked.	Work with CIS to develop a method of compiling statistics for computer-related questions.	TBD	TBD
Off-Site Outreach	Research indicates off-site students are not aware of library services and	Increased awareness and use of library resources by off-site population.	TBD	TBD

	resources available to them.			
Patron Satisfaction	Evaluations of patron satisfaction have not been regularly administered.	Develop and regularly administer satisfaction surveys to a variety of user groups.	TBD	TBD

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Note: The majority of the data that formed the basis of our research can be found on Confluence: Resnick Library. "2011 LAT Report." *Confluence.* 12 Aug. 2011. Web. 12 Aug. 2011. URL: https://confluence.delhi.edu/display/DRL/2011+LAT+Report (log-in required)

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SUCCESSFUL EDUCATIONAL OUTCOMES OF FIRST-TIME FULL-TIME STUDENTS
INITIALLY ENROLLED IN A SUNY ASSOCIATE DEGREE PROGRAM
IN FALL 2006, STATUS AS OF FALL 2009
POSTSECONDARY OPPORTUNITY STUDENTS *EOP*

PART 1

COLLEGE (1)	COHORT ENTERED FALL 2006 (2)	NUMBER GRADUATING — ASSOCIATE DEGREES — TOTAL ASSOC. DEGREES (4)	FROM INITIAL COLLEGE (5)	FROM OTHER SUNY (6)	BACCALAUREATE WITH ASSOC. DEGREE (7)	BACCALAUREATE WITHOUT ASSOC. DEGREE (8)	TOTAL DEGREES GRANTED (3)	CERTIFICATE ONLY (9)	WITHOUT A DEGREE — PERSIST AT INITIAL COLLEGE (10)	TRANSFERS TO SUNY STILL ENROLL. (11)	TO SUNY NOT ENROLL. (12)	TO NON-SUNY (13)	TOTAL SUCCESS EDUCAT. OUTCOMES (14)	ATTRIT (15)
ALL ASSOCIATES	1,148 / 100.00%	186 / 16.20%	181 / 15.76%	5 / 0.43%	0 / 0.00%	0 / 0.00%	190 / 16.55%	4 / 0.34%	120 / 10.45%	64 / 5.57%	99 / 8.62%	140 / 12.19%	613 / 53.39%	535 / 46.60%
TECH. COLLEGES	371 / 100.00%	70 / 18.86%	68 / 18.32%	2 / 0.53%	0 / 0.00%	0 / 0.00%	71 / 19.13%	1 / 0.26%	35 / 9.43%	26 / 7.00%	51 / 13.74%	70 / 18.86%	253 / 68.19%	118 / 31.80%
ALFRED	40 / 100.00%	7 / 17.50%	6 / 15.00%	1 / 2.50%	0 / 0.00%	0 / 0.00%	7 / 17.50%	0 / 0.00%	6 / 15.00%	5 / 12.50%	9 / 22.50%	4 / 10.00%	31 / 77.50%	9 / 22.50%
CANTON	47 / 100.00%	9 / 19.14%	9 / 19.14%	0 / 0.00%	0 / 0.00%	0 / 0.00%	9 / 19.14%	0 / 0.00%	5 / 10.63%	2 / 4.25%	5 / 10.63%	4 / 8.51%	25 / 53.19%	22 / 46.80%
COBLESKILL	75 / 100.00%	11 / 14.66%	11 / 14.66%	0 / 0.00%	0 / 0.00%	0 / 0.00%	11 / 14.66%	0 / 0.00%	0 / 0.00%	5 / 6.66%	8 / 10.66%	14 / 18.66%	38 / 50.66%	37 / 49.33%
DELHI	77 / 100.00%	18 / 23.37%	18 / 23.37%	0 / 0.00%	0 / 0.00%	0 / 0.00%	19 / 24.67%	1 / 1.29%	3 / 3.89%	7 / 9.09%	10 / 12.98%	19 / 24.67%	58 / 75.32%	19 / 24.67%
FARMINGDALE	39 / 100.00%	9 / 23.07%	9 / 23.07%	0 / 0.00%	0 / 0.00%	0 / 0.00%	9 / 23.07%	0 / 0.00%	15 / 38.46%	2 / 5.12%	4 / 10.25%	5 / 12.82%	35 / 89.74%	4 / 10.25%
MORRISVILLE	93 / 100.00%	16 / 17.20%	15 / 16.12%	1 / 1.07%	0 / 0.00%	0 / 0.00%	16 / 17.20%	0 / 0.00%	6 / 6.45%	5 / 5.37%	15 / 16.12%	24 / 25.80%	66 / 70.96%	27 / 29.03%
COMM. COLLEGES	777 / 100.00%	116 / 14.92%	113 / 14.54%	3 / 0.38%	0 / 0.00%	0 / 0.00%	119 / 15.31%	3 / 0.38%	85 / 10.93%	38 / 4.89%	48 / 6.17%	70 / 9.00%	360 / 46.33%	417 / 53.66%
BROOME	26 / 100.00%	2 / 7.69%	2 / 7.69%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3 / 11.53%	1 / 3.84%	4 / 15.38%	1 / 3.84%	1 / 3.84%	1 / 3.84%	10 / 38.46%	16 / 61.53%
CORNING	8 / 100.00%	3 / 37.50%	3 / 37.50%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3 / 37.50%	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	1 / 12.50%	4 / 50.00%	4 / 50.00%
DUTCHESS	20 / 100.00%	6 / 30.00%	6 / 30.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	6 / 30.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	2 / 10.00%	2 / 10.00%	10 / 50.00%	10 / 50.00%
ERIE	115 / 100.00%	13 / 11.30%	13 / 11.30%	0 / 0.00%	0 / 0.00%	0 / 0.00%	13 / 11.30%	0 / 0.00%	31 / 26.95%	5 / 4.34%	3 / 2.60%	11 / 9.56%	63 / 54.78%	52 / 45.21%
FASHION INST	31 / 100.00%	11 / 35.48%	11 / 35.48%	0 / 0.00%	0 / 0.00%	0 / 0.00%	11 / 35.48%	0 / 0.00%	12 / 38.70%	0 / 0.00%	0 / 0.00%	1 / 3.22%	24 / 77.41%	7 / 22.58%

COL3 = COL4 + COL8 + COL9
COL4 = COL5 + COL6
COL14 = COL3 + COL10 + COL11 + COL12 + COL13

* COL13, PART 1 = COL13, PART 2
* (COL11 + COL12) PART1) PART1 = COL7, PART 2

SUNY Delhi Retention Plan

Respectfully Submitted By:

Michele DeFreece

Chair, Retention Advisory Committee

December 2008

Overview

SUNY Delhi is the home of many best practices related to the hot topic of retention. Many of SUNY Delhi's programs and activities have been given local, statewide as well as national recognition. Yet despite the outstanding kudos that have been received, the need to revisit and strengthen these programs and activities in order to increase the retention of our first time full time students was recognized as a concern during the college president's yearly evaluation from the SUNY Chancellor. This plan began its initial development during the fall 2007 semester. Dr. Candace Vancko, SUNY Delhi President, immediately contacted Noel Levitz, a nationally recognized consulting firm, for technical assistance. The contact came at a time where the company was piloting a retention tool that was in need of an institution to use the product. SUNY Delhi was in the right position to be part of this timely retention project.

Craig Wesley (Dean of Enrollment Services) and Michele DeFreece (Director of Resnick Learning Center) were asked to quickly complete a self assessment of the institution's retention activities. This information was sent to Dr. Dave Trites, Senior Consultant for Noel Levitz for review and recommendations. In conversations with Dr. Candace Vancko, SUNY Delhi President, it was agreed that:
1. SUNY Delhi would serve as a pilot college for the RetentionRT tool for three years;
2. Dr. Dave Trites would be contracted to work with SUNY Delhi, including three visits over the next several months;
3. A diverse, campus wide group of faculty and staff were recruited to serve as active participants in this retention process and lead agents of our self-study.

On December 4 and 5, 2007, Dr. Trites, visited SUNY Delhi for an external analysis of the college's retention efforts. Dr. Trites met with a variety of faculty, staff and students to learn more about the college. The participants included:

Faculty/Staff--

Dr. Candace S. Vancko, President
Dr. Dennis Callas, Provost
Barbara Jones, Vice President of Student Life
Brian Hutzley, Vice President of Business and Finance

Jeff Stedman, Director of Academic Advising
Barbara Sturdevant, Professor, Business and Hospitality
Betsy Weidenbach, Assistant Professor, Business and Hospitality
Glenda Bolton, Assoc Professor, Applied Sciences and Recreation
Nancy Smith, College Registrar/Director-Institutional Research
Jennifer Aikens, Assistant Professor, Liberal Arts & Sciences
Bonnie Martin, Director of Administrative Services

Faculty/Staff (cont'd)--

Craig Wesley, Dean of Enrollment Services
Joel Smith, Director of College Foundation
Dominic Morales, Dean of Applied Sciences and Recreation
Dr. John Nader, Dean of Liberal Arts & Sciences
Dr. Michael Petrillose, Dean of Business and Hospitality
Philip Hubbard, Dean of Technology
Dr. Mary Pat Lewis, Chair, Nursing and Allied Health
Alan Franks, Chair, Veterinary Science Technology
Michele DeFreece, Director of Resnick Learning Center/EOP
Nicole Beauregard, Coach, Women's Basketball
Sean Babcock, Complex Coordinator, Residence Life
Perri Defreece, Chief, University Police
Marty Greenfield, Director, Student Activities and College Union
Lori Osterhoudt, Director, Counseling & Health Services
John Padovani, Director of Residence Life
Dan Davis, Instructor, Technology
Dr. Cindy Elston, Assistant Professor, Veterinary Science
Brigid Finn-Maquire, Associate Professor, Nursing
Joe Greenfield, Distinguished Professor, Technology
John Horner, Coordinator of Undeclared and Individual Studies
Dr. Bret Meckel, Assistant Professor, Veterinary Science
Dr. Monica Liddle, Associate Professor, Liberal Arts & Sciences
Dr. William Raynor, Professor, Business and Hospitality

Peter Campbell, Instructor, Technology
Michele Defreece, Director, Resnick Learning Center
Dr. Peter Daempfle, Assistant Professor, Liberal Arts & Sciences
Dr. Cindy Elston, Assistant Professor, Veterinary Science
Joan Erickson, Assistant Professor, Liberal Arts & Sciences
Dr. Linnea Goodwin-Burwood, Associate Professor, Liberal Arts & Sciences
Gordon Mcdonald, Lead Programmer/Analyst, Computer Information Systems
Michael Miller, Associate Professor, Technology
Dr. William Raynor, Professor, Business and Hospitality
Candice Russell, Assistant Professor, Applied Sciences & Recreation
Jose Sanchez, Residence Hall Director
Michael Spisto, Athletic Director
Jeffrey Stedman, Director of Academic Advising
Birgitta Brophy, Assistant Professor, Applied Sciences And Recreation
Willis Brown, Instructor, Technology
Dr. Lynn Domina, Professor, Liberal Arts & Sciences
Hans Herrmann, Assistant Professor, Technology
Tom Recinella, Associate Professor, Business and Hospitality
Dr. John Sandman, Professor, Liberal Arts & Sciences

Focus Groups with Selected Students--

First Time Students:

Mabel Almanzar – Undeclared
Ben Bocian – Undeclared
Aaron Brown – Business Administration
Maria DiCioccio – Veterinary Science
Juan Gomez – Architecture
Derek McKenna – Nursing
Yumiko Seo – Undeclared
Nicolas Sturdivant – Construction Technology

Focus Groups with Selected Students--

Returning Students:

Nana Birago – Nursing
Amanda Gutliph – Veterinary Science
Brent Houston – Plumbing/Electrical
Azareal McCarthy – BBA Hospitality
Masiel Sano – Business Administration
Matt Santoro – BBA Hospitality
Shawmell Long – Architecture & Design
Brian Wallenhorst – BBA Hospitality
Matthew Tarricone – Landscape Contracting

Both returning and new students provided improvement suggestions. (Appendix 1 and Appendix 2).

On December 14, 2007 Dr. Trites presented his report regarding his view of our retention self-study. Dr. Trites recommended that our next step was to train a select group of campus individuals to develop a retention plan. This planning group includes the following faculty and staff:

Retention Advisory Committee
Michele DeFreece, Director, Resnick Learning Center/EOP, RAC Chair
Jeff Stedman, Director of Academic Advisement, RetentionRT Tool Leader
Jennifer Aikens, Assistant Professor, Liberal Arts and Sciences
Peter Campbell, Instructor, Technology
Dr. Peter Daempfle, Assistant Professor, Liberal Arts and Sciences
Cindy Elston, Assistant Professor, Applied Sciences and Recreation
Joan Erickson, Assistant Professor, Liberal Arts and Sciences
Dr. Linnea Goodwin-Burwood, Associate Professor, Liberal Arts and Sciences
Cristina Ludden, RN to BSN Program Assistant

Retention Advisory Committee (cont'd)
Mike Miller, Professor, Technology
Dr.William Raynor, Professor, Business and Hospitality
Candace Russell, Assistant Professor, Applied Sciences and Recreation
Nancy Smith, College Registrar/Director Institutional Research
Jose Sanchez, Residence Life Director

During January 2008 through March 2008, the Enrollment Services areas, led by Dean Wesley, gathered the needed admissions and financial aid data necessary to input into the RetentionRT tool. Designed by Noel-Levitz, the RetentionRT tool aids colleges to identify at-risk students early in their college experiences. Based on the RetentionRT analysis results, colleges can be proactive in assisting students often during the first few weeks of the semester and beyond.

Dean Wesley was also responsible for developing the recommendations that are incorporated in the student motivational survey, a second piece of the RetentionRT tool. Dean Wesley and Amy Conlon (Retention Specialist-Noel Levitz) uploaded the data allowing the RetentionRT tool to be used with spring 2008 new admits. (59 students).

On March 13 and 14, 2008, Dr. Trites and Amy Conlon led a two day retention planning workshop. The President's cabinet selected a diverse group of faculty and staff to participate in this comprehensive planning program. The participants of this program were:

Glenda Bolton, Associate Professor	Brian Hutzley, Vice President of Business and Finance
Birgitta Brophy, Assistant Professor	Mike Miller, Professor
Pete Campbell, Instructor	Dr. William Raynor, Professor
Dan Davis, Instructor	Candace Russell, Assistant Professor
Michele DeFreece, Director, Resnick Learning Center/EOP	Nancy Smith, Registrar/Director, Institutional Research
Dr. Lynn Domina, Professor	Jeffrey Stedman, Director of Academic Advising
Cindy Elston, Assistant Professor	Dr. CandaceVancko, President
Joan Erickson, Assistant Professor	Betsy Weidenbach, Assistant Professor
Dr. Linnea Goodman-Burwood, Associate Professor	Craig Wesley, Dean, Enrollment Management

The team reviewed the Predictive Modeling Summary provided by Noel-Levitz. This Summary incorporated the data that was provided by Enrollment Services from the fall 2007 and spring 2008 first time full time student populations. The team also conducted a S.W.O.T. analysis, which includes strengths, weaknesses, opportunities and threats, and is found in Appendix 3. The team also reviewed the RetentionRT tool.

On the final day of the workshop, the group identified four over arching retention goals that serve as the backbone for the SUNY Delhi Retention Plan. These goals include:

1. **Overall Population Of Freshmen**
   Achieve an annual return rate of 59 percent for first-time, full-time degree seeking freshmen entering SUNY Delhi in the fall of 2008.

2. **Financial Need**
   Achieve an annual return rate of 50 percent for students entering SUNY Delhi fall 2008 who had between 7.23 percent and 57.81 percent of their financial need met.

3. **Race/Ethnicity**
   Achieve an annual return rate of 65 percent for African American, non-Hispanic and Hispanic student (combined cohort) beginning fall 2008.

4. **Majors (Specific Majors Or Departments/Divisions To Be Determined)**
   Achieve an annual return rate increase of three percent for students entering fall 2008 in programs that retention rate from fall to fall are below 50 percent.

President Vancko, following recommendation from Dean Wesley, charged the Retention Advisory Committee with leadership for all retention initiatives for the campus. Michele DeFreece was designated to serve as Retention Advisory Committee Chairperson and Jeffrey Stedman was asked to lead the RetentionRT tool effort.

To ensure consistency, Dr. Trites urged the Retention Advisory Committee to utilize his reported Continuous Improvement Cycle throughout this project.

Continuous Improvement Cycle

The following continuous improvement cycle which was introduced during the retention planning session illustrates the six major steps in the plan development process SUNY Delhi is deploying. At the conclusion of this visit the first three steps are complete and the action plan development step four is well underway. It is expected the retention advisory committee (RAC) will spearhead the final two steps of the first cycle with the support and assistance of senior leaders.

1. Define Current State (Situation Analysis)

6. Evaluate Progress: Modify or Institutionalize

2. Define Desired State (Goals)

3. Select Strategies

4. Develop Action Plans

5. Develop Measurement Plans for Each Strategy

ACT (Institutionalize)

We integrate the lessons learned from our study. We adjust our methods. We identify what more we need to learn.

PLAN (Decide)

We identify our purpose and goals. We formulate our theory. We define how we will measure success. We plan our activities.

STUDY (Evaluate)

We monitor the outcomes, testing the theory of our plan. We study the results for signs of progress and success or unexpected outcomes. We look for lessons learned or problems solved.

DO (Execute)

We execute our plan, undertaking the activities, introducing the interventions, and applying our best knowledge to the pursuit of our desired purpose and goals.

A flexible timeline was established to select individuals to lead the efforts of the six retention strategies.   Michele DeFreece contacted individuals to serve as Champions to lead each strategy group.   The Champions were charged with selecting an ad hoc group of faculty and staff to identify goals, duties and action items. It was decided that each Champion would work closely with liaisons from the Retention Advisory Committee. The Champions met with their groups and created a rough draft of their recommendations. These include:

Strategy 1--*Rob Mazzei*, *Champion*
★Align the admissions process and all promotions with student's perceptions of actual experience.

Dr. Linnea Burwood	Candace Russell
Rebecca Hilts	Robert Schoener

Strategy 2--*Betsey Weidenbach*, *Champion*
★Improve advising to ensure systematic interactions within the first six weeks of each semester(Use retentionRT as one tool)

Jeff Stedman	Dan Davis
Nancy Smith	Dr. Jack Tessier

Strategy 3--*Louis Shields*, *Champion*
★ Promote and strengthen academic advising support offered through the Resnick Learning Center.

Dr. Bill Raynor	Birgitta Brophy
Cindy Elston	Richard Harrington
Lynne Smith	Joe Greenfield
Bill Williams	Doug McKee
Tom Banks	Steve Tucker

Strategy 4--*Dr. Lynn Domina*, *Champion*
★Develop survival programming for students who are academically at risk including probationary status.

Jose Sanchez	Mary Wake
Mike Miller	Susan Greenwood
	Jacqnene Howard

Strategy 5--*Nancy Hughes*, *Champion*
★Develop approaches to address unmet financial needs (scholarships, loans, counseling, and campus employment.)

Craig Wesley	David Brower
Brian Hutzley	Amy Reynolds

Strategy 6--*Dr. Bret Meckel*, *Champion*
★Develop a method/s to identify students' false perceptions of academic majors and then create tools to decrease the prevalence of those false perceptions.

Peter Campbell	Jessica Backus-Foster
Dr. Peter Daempfle	Brigid Finn-Maguire

Michele DeFreece presented Retention Strategies and the RetentionRT tool as part of a workshop on Tuesday, June 10, 2008. Dr. Trites collaborated with Michele DeFreece and Jeffrey Stedman to provide an overview of progress thus far with the new RetentionRT effort. The morning presentation was well received and much discussion occurred. Workshop participants included:

Doug McKee	Rick Golding	Rob Mazzei
Jack Tessier	Lori Osterhoudt	Carolyn Tolley
Nicole Kirby	Terry Hamblin	Betsy Weidenbach
Kathryn DeZur	Misty Davis	Jennifer Lusins
Jack Burgess	Peggy Garramone	Rebecca Hilts
Jackie Howard	Akira Odoni	Craig Wesley
Amber Tatnall	Linda Weinberg	Lou Shields
Mark Schneider	Louis Reyes	Carolyn Scobie
Gary Brackett	Josephine Monaco	Peter Paluch
Pete Campbell	Jennifer Aikens	Peter Daemphle
Linnea Burwood	Nancy Hughes	

The afternoon was set aside for all participants to be trained on the use of the RetentionRT tool. The afternoon was also a time where each strategy group met individually with Dr. Trites to discuss their draft action plans and receive feedback. Dr. Trites continued meeting with each group on the following Wednesday, June 11, 2008, where he helped refine and ultimately approve each strategy goal and timeline.

Throughout the summer of 2008, Michele DeFreece assisted the Retention Strategy Champions with the development of their action plans. To ensure unlimited electronic access to all retention plan draft documents, the popular enterprise WIKI 'Confluence' was used as a communication medium. When faculty returned in August for the start of the fall 2008 semester, the retention action plans were reviewed by the RAC chair. The Retention Advisory Committee met in September and again in October and reviewed strategies and activities and made decisions on which activities were included in the final retention plan. The Retention Advisory Committee Chair and Co-Chair presented two breakout sessions in October addressing progress of the Retention Advisory Committee to date. The discussion and information shared was very helpful in the planning process for 2008-2009.

As a result of much work and concerted effort on the part of a large, diverse group of faculty, staff and students, the following six Retention RT Key Strategies and Timelines and are moving forward for 2008-2009:

Strategy One Action Plan

Goal: Align the admissions process and all promotions with incoming students' perceptions of potential SUNY Delhi experiences.
Key strategy: Survey students prior to arrival on-campus on a variety of topics and use follow-up survey after ten weeks of the first semester to see if perception is met.
Description: Gather information that will be used to adjust talking points for on and off-campus recruitment. This information will be shared with the entire campus community to assist in addressing false perceptions of students' experiences.
Implementation Schedule: Initiate online survey to incoming students for Fall 2009 semester.
Responsibility: Rob Mazzei
Budget: $500.00 (Refreshments for Focus Groups).
Completion Date: May 2009.

Strategy Two Action Plan

Goal: Train student mentors who will be assigned to at-risk students identified by the RetentionRT retention tool.
Key strategy: Implement former Peer Educator UNIV course with selected returning student mentors.
Description: Identify instructor to facilitate UNIV course; select qualified mentors; offer course at convenient time for students.
Implementation Schedule: Fall 2009 semester.
Responsibility: Betsey Weidenbach/Jeff Stedman
Budget: $3000.00 (Instructor and Mentor stipends and supplies).
Completion Date: December 2009.

Strategy Three Action Plan

Goal: Promote and strengthen academic advising support offered through the Resnick Learning Center.
Key strategy: Develop strategies to supplement existing faculty advising especially at times of high demand when faculty advisors are not available.
Description: Design a marketing plan to review existing academic advising support offered through the Resnick Learning Center.
Implementation Schedule: Fall 2009 semester.
Responsibility: Lynn Smith/Louis Shields
Budget: $2000.00 (Design/Printing expenses).
Completion Date: December 2009

Strategy Four Action Plan

Goal: Develop survival programming for students who are academically at risk including probationary status.
Key strategy: Increase effectiveness of early warning notices and mid-term grades with at-risk students.
Description: Identify faculty representatives from Business Department to facilitate pilot survival programming.
Implementation Schedule: Fall 2009 semester.
Responsibility: Dr. William Raynor
Budget: $1500 (Supplies & Materials).
Completion Date: December 2009.

Strategy Five Action Plan

Goal: Develop approaches to address unmet financial needs (scholarships, loans, counseling, and campus employment.)
Key strategy: Improve communication of the financial aid process so that all students have access to available financial aid.
Description: Review printed and electronic publications for clarity and accuracy of their descriptions of the financial aid process to ensure that all students apply for the financial aid they are eligible to receive.
Implementation Schedule: Fall 2009
Responsibility: Nancy Hughes
Budget: $500.00 (New promotional materials).
Completion Date: December 2009.

Strategy Six Action Plan

Goal: Develop methods to decrease the prevalence of current students' false perceptions of the SUNY Delhi experience.
Key strategy: develop a method to identify false perceptions that currently exist in general and within specific departments and then create tools to decrease the prevalence of those false perceptions.
Description: Create a tool to help identify the false perceptions that exist among students.
Implementation Schedule: Fall 2009
Responsibility: Dr. Brett Meckel
Budget: $500.00
Completion Date: December 2009.

Conclusion

Under the leadership of Dr. Candace Vancko, 2008 has been an exciting year for retention activities at SUNY Delhi. The message that Retention is an area of responsibility for the entire campus has been delivered. Dr. Vancko secured a nationally recognized firm, Noel-Levitz, to assist us with our retention planning and development. The college's Retention Advisory Committee has been charged with overseeing retention strategies, goals and actions. An historical timeline of RetentionRT activities can be found in Appendix 4.

SUNY Delhi has long history of being a proactive college in ensuring the programs and practices provided by the campus were built with student learning and success in mind. The college has been busy when it comes to the topic of retention. Over the years, many committees, teams, and ad hoc groups have come together to discuss and explore the issue of retention. Reports have been written highlighting projections that the college could follow that could increase the student retention numbers. Consultants have been brought in to assess progress on related retention issues. Over time, as people change jobs and other priorities arise, the previous retention activities are often forgotten. Giving retention a higher campus priority has created a renewed interest and enthusiasm.

Over the past two years, the chair of the Retention Advisory Committee worked diligently to involve as many faculty and staff as possible from the onset. Dr. Trites reminded the college that it is very important to decide on the "vital few" strategies that SUNY Delhi wants to strengthen during the 2008-2009 timeframe. While faculty and staff time availability and course/committee workloads were a few of the obstacles in training large numbers of individuals on the RetentionRT tool and related retention activities, progress continues.

SUNY Delhi, based on Dr. Trites' support and expertise, is doing an outstanding job implementing programs and activities that can impact student retention. The four main retention goals, along with the six "vital few" strategies are designed to improve quality of student life, nurture student success and increase recruitment, retention and graduation rates.

Appendix 1. New Student Improvement Suggestions

Advising	Learning	Financial	Student Life/Services	Facilities	Transportation	Food
Students should meet with their advisors regularly	Delhi has many student activities but not enough majors. more majors would increase student success	Tuition discount incentive for good GPA	Have the gym open for a longer period of time; many students spend their free time there releasing stress	Larger dorms so you can be more organized	Students should have more transportation – coming from the city the student takes transportation just to cross the street	Better food – more varieties
When a teacher feels students are falling behind, have a conference with them and an advisor to try to come up with a solution, tutor, etc.	Tutors should be made available for all subjects Practice quizzes and study questions should be made available	More financial rewards for students with good grades	Need to bring back the wrestling team	Upgrade Russell hall bathroom	Improve parking	Better food for the students – Mac hall should improve on their cooking

Advising	Learning	Financial	Student Life/Services	Facilities	Transportation	Food
Student success course should be open and available for all freshmen	**Every teacher should use Web CT**	**More jobs available to students – some drop out cause the lack of money and support**	**Have more sports available, for example football and baseball, which are two of the major sports**	**I think that every school break (holiday, seasonal) should be limited to at least a week**		**Have a 24 hour shop**
For the professors, more office time with their students. One professor might have 50 minutes of office hours and have more than 100 students			**More athletic programs**	**A place for off campus people to stay if weather gets bad**		**Beer and convenience store on campus**
Show and continuously let the students know of their career opportunities	**More teachers for the writing center**	**College cost instead of increasing should decrease**	**Longer health center/fitness center hours**	**More housing – the more space the campus has the more students the college can**		**Food open on Friday and Saturday**

Advising	Learning	Financial	Student Life/Services	Facilities	Transportation	Food
			accept			
Require students to meet with advisor at least two or three times a semester	**Improve the writing center**		**More opportunity to interact with each other**	**Make an improvement to residence life – some halls need improvement**		**They should have peanut butter and jelly in Farrell Commons**
Teachers need to change their attitudes – be more like a motivator	**Give back exam feedback right away**		**Extend time for computer lab usage**	**Buildings should be sectioned by major so you are surrounded**		
More advise from advisors	**An art class for incoming freshmen in architecture**		**Better Internet service; it is too slow, and sometimes does not work**	**The school should not accept over 100% capacity of students (overflow)**		

Advising	Learning	Financial	Student Life/Services	Facilities	Transportation	Food
	make the architectural tech B.T. degree accredited by NAAB		**Labs should be open access for practice**	**Rooms should not hold more than three people**		
Everyone should take a freshmen seminar course	**A drafting class for architectural for freshmen**			**More residence halls should be living/learning environments with more strict quiet hours**		
Extend the timing of orientation	**Better access to classes**			**A way for off campus students to make up work if snowed in**		
Make orientation feel comfortable	**Scheduling should be made easier to do**					

Advising	Learning	Financial	Student Life/Services	Facilities	Transportation	Food
Better outlook of Delhi	**Schedule classes during hours best for retaining information – hands-on classes in the morning to wake up**					

Appendix 2. Returning Students' Improvement Suggestions.

The following table contains the verbatim written comments from the returning student focus group participants when asked for improvement suggestions to increase SUNY Delhi's student success and satisfaction. All comments are in random order and the categories are student initiated.

Admission	Learning	Activities	Advising	Facilities
New student should spend a day in classes before they start	**Make Delhi an official four-year school with some two-year programming**	**Announcements of events outside of central campus such as ATEC and Smith – there are no fliers of weekly events**	**Students need to be advised regarding the difficulties of the science classes (anatomy and physiology) and the strain of combining it with the nursing classes. There is less success when these two are combined at the same time**	**A more relaxing atmosphere**
Advertise programs in detail	**Have a program where science students cannot enter or take classes like A&P 2 without taking A&P 1. It makes it hard for students to be successful**	**Need more time and ways to get on and off campus**	**Better advisement is regarding the nursing program**	**Housing conditions lottery**

Admission	Learning	Activities	Advising	Facilities
Harder enrollment – higher standards	**Need a four-year option for tech division other than construction tech and architecture**	**Job opportunities on campus**	**Advertise where one can get help on campus**	**Living conditions – food is of low quality**
Tour – weekend and day stays			**Improve advisors – teachers and advisors**	**Have more workers know they are here for the students**
Increase requirements for students entering college	**Expand the writing/math center**	**Increase student activities in the town**		
Elaborate more on what each degree offers	**Better professors, faculty and staff**	**More student involvement on and off campus**		
Increase some of the entry standards	**Involve our alumni, and alumni in other colleges and universities, in the learning**	**Better student pride**		
Have a higher standard for students entering the college because some students	**Discovering ways to get the alumni more involved with students in hands on activities**	**More unity and less separation of groups and organizations**		

Admission	Learning	Activities	Advising	Facilities
enter nursing thinking you go to hospitals right away like nurses				
Inform prospective students more about the programs – veterinary science is not about kissing puppies and kittens	**Make programs and degrees accredited and compatible with other schools**	**Clubs/organizations and more fun, feeling important and leadership opportunities**		
Having somewhat of a cut off limit to the school where as that would create some exclusive trait	**Increase the value of a SUNY Delhi degree**	**Creating self pride in the college**		
More tours and information about the college		**E-board retreats to build unity among clubs**		
Help student know they can afford this		**Have some national or international Greek life**		
		More clubs and organizations to increase campuswide SUNY Delhi Pride – sports games to make it more of a community		

Appendix 3. SWOT Analysis Results.

Strengths

• Student faculty ratio

• Participation of staff/faculty in student scholarships

• Caring people who work at the institution

• Clean classrooms and teaching atmosphere (certain buildings?)

• Learning center/peer and faculty tutoring

• Location – safe environment

• Good faculty – enjoy teaching

• Diversity in student body

• Location – proximity to population centers

• Personal attention

Weaknesses

• Financial issues

• Lack of opportunities

• Lack of preparation/skills, time management, study skills, reading comprehension

• Lack of motivation

• Poor advisement from some

• Diversity of faculty

• Cultural shift (urban/rural)

• Staffing – over load

• Cultural exposure

• Managing change

• Location – attracting staff and faculty

Opportunities

• Increased selectivity – better students

• Make better use of alumni support

• Get more students/faculty/staff to participate in annual activities – creating tradition

• Open forum for students – hear what the students have to say

• Early intervention

• Early identification of at risk students

• Greater contact with advisors (Advisement Day)

• Use of students who are showing success (mentors and tutors)

• Talents of community

• Facilities

Threats

• Too many adjunct instructors

• Preparation – not ready

• Finances

• Social activities

• Uncaring faculty/staff

• Work ethic

• Students come here without a goal and don't receive advising/career counseling

• No one here to take the initiative to reach out to the directionless students

• Lack of consensus

• Lack of shared responsibility (not my job)

• Increased enrollment without increasing staff

• Lack of student understanding of administrative components – registration, CAPP

• Lack of student buy in for own education

• Multiple family expectations that counter continuing education

• "Cool not to be smart"

• Work over load

• Civility

SUNY Delhi Retention RT Timeline and Key Strategies

August 2007-December 2011
Prepared by Michele DeFreece

- President takes action—Sept 07.
- Self Assessment Report early—Nov 07.
- Results from visit arrive on campus—Dec 14, 2007.
- Spr First Time Full Time Freshman Surveys—Feb 08.
- Revisit Project Leadership—Mar 08.
- Champions & Ad Hoc Committees Work—Apr-May 08.
- Champions finalize action plans for each strategy—Fall 2008.
- RetentionRT Training and Discussion Forums—2008-2009.
- President's Cabinet approves Retention Plan.
- Noel-Levitz continues building Delhi Model—2008-2011.
- Space Reserved for Future Progress
- Space Reserved for Future Progress

- SUNY Central IR sends President retention data—Aug 07.
- Noel-Levitz response—Oct 07.
- Dr. Trites' visit to complete an External Analysis—Dec 4-5, 2007.
- On-campus Hussle Begins—Dec 15-Jan 08.
- Dr. Trites' Second Visit. Retention Training Workshop—March 13-14, 08.
- Retention Advisory Committee Activities—April 08.
- Dr. Trites Third Visit. Retention Planning Workshops—June 10-11, '08.
- Action Plan Preparation for Fall 2008.
- RAC will approve Retention Plan for College—Fall 2008
- Retention Plan into action—2009-2011.
- Space Reserved for Future Progress
- Space Reserved for Future Progress

Chapter 4 Appendix

Appendix 4-1

SUNY Delhi College Council

COUNCIL MEMBER	TERM EXPIRES June 30 of	BUSINESS & HOME ADDRESS	PHONE
DOPAZO, PATRICIA (Husband – Tom Bartodziej) dopazop@hartwick.edu	*2013*	Director of Planned Giving, Hartwick College One Hartwick Dr.,, Oneonta, NY 13820 293 Kemper Mtn. Rd., Stamford, NY 12167	607-431-4020 (w) 607-652-9123 (h) 607-435-1740 (c)
GAITAN, ALBERTO, DR. petomd@yahoo.com	*2015*	460 Andes Rd., Delhi NY 13753	607-746-0550 (w)
GHALEB, JHILMIL (JILL) (Husband - Dr. Hany Ghaleb) jhilmilghaleb@yahoo.com	*2018*	Attorney, 42 E. Main St., Richfield Springs, NY 13439 40 Lake St., Cooperstown, NY 13326	315-858-0595 (w) 607-330-1442 (h)
GLADSTONE, WALTER wg1221@catskill.net (Partner/wife – Dorothy Rider) Dorothy's email in Florida: Dorothy_rider@yahoo.com	*2014*	P.O. Box 218, Andes, NY 13731	845-676-3314 (h) 607-433-3472 (D's cell) 941-624-6574 (FL)
JARGOWSKY, MYRNA (Husband – Harold) myrna@flybar.com	*2014*	P.O. Box 263 Ellenville, NY 12428	845-647-8400 (h) 845-647-3003 x112 (w)
MARIO, KATHERINE kmario@delhitel.net (Partner – Peter Coyote)	*2017*	1382 Peakes Brook Road, Delhi, NY 13753	607-746-6695
NESBITT, BEN (CHAIR) (Wife – Susan) bnesbitt@stny.rr.com bnesbitt4@comcast.net	*2012*	113 Highland Terrace, West Oneonta, NY 13861	607-432-5095 (h) 772-778-8509 (FL)
O'BEIRNE, CAROL (Husband – Phil) obarts@catskill.net	*2016*	Exec. Director, Central Catskills Chamber of Commerce 103 Orchard St., PO Box 397, Margaretville, NY 12455	845-586-3300 (w) 845-586-2219 (h)
SUTARIS, JOSEPH Joseph.Sutaris@communitybankna.com	*2018*	Senior VP Central NY, Community Bank, N.A. 245 Main St., Oneonta, NY 13810	607-433-4184 (w) 607-433-4161 (fax)

Student Member:

DAVID VAZQUEZ (Student Rep) dv2@live.delhi.edu	*2012*		

Delhi
STATE UNIVERSITY of NEW YORK

Organizational Chart

(Operational)

January 3, 2012

President

Dr. Candace Vancko

Provost and VP for
  Academic Affairs
Dr. John Nader

Office of Training &
  Business Recruitment
EOP
Institutional Research
International Students
Records & Registration
Resnick Learning Ctr
Resnick Library

VP for
Business & Finance
Carol Bishop

Accounting
Budget
Business Affairs
Internal Control
Purchasing & Accts
  Payable
Scholarships
Student Financial Svcs

VP for Student Life
Barbara Jones

Athletics
CADI
Community Service
Counseling
Health
Judicial Affairs
Residence Life
Student Activities
University Police

VP for College Advancement
Regina LaGatta

Alumni Relations
Development
Grants

VP for Operations
Bonnie Martin

Affirmative Action
Capital Construction
Computer Info Systems
  Environmental Health
  & Safety
Facilities / Maintenance
Human Resources
Payroll

VP for
College Relations
Joel Smith

Admissions
COE in WATER
College Foundation
College Golf Course
Communications

Assistant to
The President
Barbara Kaplan

Division of Applied Sciences
and
Technology

Professor Dominic Morales,
Dean

Division of Business
and Hospitality

Dr. Michael Petrillose,
Dean

Division of Liberal Arts
and Sciences

Dr. Vern Lindquist,
Dean

DELHI
College of Technology
State University of New York

TO: Faculty
FROM: The Promotion Committee

DATE: January 7, 2010
SUBJECT: Promotions

This is to advise you that promotion files are due in <u>the Office of Human Resources</u> **on or before Monday, March 2, 2009.** No files will be accepted after that date.

Candidate's Responsibilities:

- <u>Before submission of the promotion file</u>, the candidates must procure a Promotion Request Form from the Office of Human Resources and establish that they are eligible for promotion as per the **Minimum Requirements for Appointment and Promotion in Academic Rank.** This form must be validated by the Office of Human Resources before the remaining steps are taken. A grievance period of no more than two weeks after the deadline will be afforded to those individuals deemed not eligible for promotion. Ask the Office of Human Resources to provide a copy of your academic summary sheet from your personnel file.

- Each candidate must purchase a three-inch black binder for his/her promotion dossier. All material must be contained within this binder and arranged under the divisions noted in the Promotion Request Form.

- Candidates are responsible for gathering the original material needed to construct a file or dossier as outlined below.

- Candidates must submit a copy of dossier to the Office of Human Resources for the Committee's review. The submitting faculty should keep the original.

Material must be subsequent to the last promotion or hiring date, if you were hired at your present rank. Please be sure that material is complete and accurate. Material, once submitted, may not be removed by any person, nor may any additional material be added.

You may wish to contact faculty who were promoted previously, to serve as mentors to aid you in the process.

The file must contain:

1. The signed Promotion Request Form establishing eligibility (verified by Human Resources).
2. Release statement signed by candidate, allowing the Promotion Committee access to items in the candidate's personnel files.
3. Academic Data Summary Sheet.
4. Current curriculum vitae.
5. Maximum of three letters of recommendation; one **must be** from the division dean, department chair or supervisor.
6. Written evaluation of the candidate by the division dean or department chair based on a formal classroom evaluation.
7. Set of student evaluations comprised of all student responses from each of two different courses taught during the last year. This should be a summary. Specific copies may be placed in the addendum.
8. This should be followed by a narrative of **NO MORE THAN TEN DOUBLE-SPACED TYPED PAGES** that briefly describes and summarizes the candidate's endeavors in each of the promotion criteria categories.
9. Addendum materials should include limited documentation to support the narrative and should be arranged by criteria category. A section is designated for the candidate to include a summary of work previous to the last promotion or date of hire, maximum of **FIVE DOUBLE-SPACED TYPED PAGES**, if she/he chooses to do so.
10. The material should be securely placed in the binder. All documentation prepared by the candidate should be on 8½" x 11" paper and in standard type, with no less than 10-point print.

The Evaluation Criteria are required for all promotion ranks:

(1) **Mastery of Subject Matter: How well do you know the field in which you are teaching?**
Indicate academic degrees and list any awards and honors, licenses, and other evidence in the field and any workshops or seminars you have taught or presented for the College or elsewhere. It is not necessary to repeat any information.

(2) **Effectiveness of Teaching: How well have you imparted your mastery of subject matter to 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. Also, describe effectiveness of academic advisement. Examples may include, but are not limited to, student evaluations, development of new advising strategies, number of advisees, attendance at advisement workshops.

(3) 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; participation in performing arts activity, such as directing a community play; perform discipline-related work in a public or private setting as a consultant; hold a major office in a discipline-related local, state, or national professional organization; develop knowledge of state-of-the art developments in the technologies areas by participating or working in a public or private setting; updated 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 service for compensation will not be considered major promotion criteria.

(4) 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. Evaluation of committee service will include consideration of the nature of the committee with regard to the work and time expended. In the addendum, place evidence of effective, capable, operative, dynamic, causative, efficient, active, and adequate service.

(5) Continuing Growth: What are you doing to keep up with your field?

Describe professional (not teaching oriented) workshops and seminars you have attended and derived material used in your courses. Include three Faculty Annual Reports and Performance Programs (FARPP) in the appropriate section; include reports which concur with achievements since the last promotion.

If you are applying for Instructor or Assistant Professor/Senior Assistant Librarian, your portfolio is complete with the five categories reviewed above. You may include further information under "Other."

The following additional criteria are required for promotion to the ranks of Associate Professor/Librarian or Full Professor/Librarian:

(6) Positive and Effective Leadership: What projects have you inspired, created, and initiated? Have you been a risk-taker as a leader?

Discuss the nature and extent of department-wide or college-wide projects for which you have been primarily responsible. Report any major leadership roles.

(7) Continual Professional Growth and Development:

Discuss long-term and short-term career and professional goals and how you plan on attaining them. Report in the appropriate section of the addendum, your membership and participation in professional organizations, if not included in your FARPP's.

ALL CANDIDATES MAY ELECT TO INCLUDE THE FOLLOWING SECTION:

(8) Other:
Place in this area any items that do not fit in any of the above categories in order to establish a strong case for your promotion. For example, the candidate might wish to describe her/his community activities.

The Committee will weigh the previous categories as follows:
For those seeking the level of **assistant professor:**
60% for Mastery of Subject Matter, Effectiveness of Teaching, Scholarly Ability
20% for Effectiveness of University Service and
20% for Continuing Growth.

For those seeking the **associate or professor** level:
50% for Mastery of Subject Matter, Effectiveness of Teaching, Scholarly Ability
30% for Effectiveness of University Service and Positive and Effectiveness of Leadership
20% for Continuing Growth and Continual Professional Growth and Development.

At the end of the evaluation process, a rank order recommendation will be given to the President.

The Committee plans to complete its recommendations by **May 1, 2010.**

Chapter 5 Appendix

EXECUTIVE SUMMARY

Table of Contents - Executive Summary

Executive Summary

Introduction

In 2009 the State University Construction Fund (SUCF) embarked on a system-wide comprehensive facilities master planning process for the SUNY campuses. Saratoga Associates was selected as the master plan consultant for the SUNY College of Technology at Delhi.

The primary goals of the plan were to:

- Develop an academically driven Facilities Master Plan that recommends concepts based on enrollment projections, space standards, the SUNY Delhi Mission and Strategic Plan, and connectivitiy to the SUNY System.
- Develop an implementation plan that identifies specific building and site projects, implementation phasing and associated costs.

The Facilities Master Plan was initiated in April 2009 and concluded in November 2010. The Plan involved the following phases:

- Phase I: Campus Profile
- Phase II: Assessment of Conditions
- Phase III: Analysis of Space Needs
- Phase IV: Facilities Master Plan Concept Alternatives
- Phase V: Facilities Master Plan Final Recommentations

Planning Timeframe

The plan was developed for the 2013-2023 timeframe with 2013-2018 designated as "short-term" and 2018-2023 as "mid- term." Current term projects, 2010-2013, were reviewed and recognized as part of the planning process. Potential projects in the "long-term" beyond 2023 were also identifed.

Plan Assumptions

Key to the development of the Facilities Master Plan are the following assumptions:
- On-campus student enrollment at SUNY Delhi is projected to increase at a 2%/year rate in the full-time equivalent (FTE) from 2013-2023.
- Contemporary space guidelines have been incorporated into the planning process for space projecting. The current net square feet/station (NSF) in classrooms is 18.5 NSF/station. Generally accepted current space standards call for station sizes to be 23- 25 NSF/station.

Summary by Phase

Phase I - Campus Profile and Phase II - Assessment of Conditions Considerations

Phase I provided a review of the mission, strategic plan, campus statistics, demographics, occupancies and projections. Phase II provided an overall assessment of the existing conditions of the campus and its facilities. The assessment further identified opportunities and

constraints, the general suitability of facilities to serve current uses, adaptability of building use and potential new space distribution.

Key Findings:

The assessment of the existing facilities, land holdings and environmental conditions were key factors in the development of concept alternatives. Major factors were as follows:

- The Phase II Building Conditions Assessment identified a key academic building, Farnsworth Hall, to be in need of significant modernization. This building currently houses the signature SUNY Delhi Veterinary Technology program. A second major academic program, Nursing, is located in South Hall. This building is rated as in "poor" condition and is not suitable for the Nursing program.
- The assessment of existing building conditions closely aligned with those of BCAS for the four buildings selected for intensive evaluation - Thurston Hall, Bush Hall, MacDonald Hall and Farnsworth Hall.
- A significant number of the buildings have reached the end of their useful life due to the changes in curriculum and space requirements since that time. Russell Residence Hall is classified in "poor" condition and requires extensive renovation. South and North Halls are also rated in "poor" condition and should be considered for demolition. Thurston Hall, the historic first campus building, is also in "poor" condition, but offers the opportunity to be renovated for new uses.
- SUNY Delhi is land "rich" as far as total acreage, but there are significant environmental constraints involving steep slopes and floodplains on land that is currently undeveloped.
- The main campus has sufficient areas for development to accommodate projected physical space needs. Future Academic buildings should reinforce the existing north/south pedestrian spine to provide connectivity between the campus precincts and promote a "pedestrian" oriented campus core.
- The Delaware watershed environmental regulations limit opportunities for future development due to restrictions and permitting requirements.
- The athletic fields located on the east side of Route 10 could be relocated to the established athletic precinct centered around the sports and recreation complex on the main campus. This would improve the functionality of the athletic precinct and provide the opportunity to sell the disconnected Route 10 property or consider it for other college uses.
- The existing vehicular system on the main campus lacks a "sense of arrival" and there are significant pedestrian/vehicular conflicts.

Phase III - Analysis of Space Needs Factors

This phase compiled and analyzed the current and future programmatic needs of the college and calculated the associated space requirements based on enrollment projections. The current assigned uses of space in buildings was reviewed and changes in the physical space inventory (PSI) were noted. The existing space inventory was then analyzed to determine how existing and future needs could be accommodated.

Key Findings:

Major considerations from Phase III - Analysis of Space Needs, that were used as a basis for the development of alternatives were as follows:

- An on-campus enrollment increase of 2% per year in full-time equivalents (FTEs) was determined to be realistic and appropriate for the 2013-2023 planning horizon. Projected FTEs for 2013 is 2,860 and projected FTEs for 2023 is 3,486.
- On-campus FTEs are projected to grow by 626 for the planning cycle 2013-2023.
- Projected overall space need based on the FTE projections is 48,437 NASF or 65,657 GSF for the planning period 2013-2023.
- Two signature programs, Veterinary Technology and Nursing, have significant needs. Both the Veterinary Technology and Nursing program requires space that is suitable for 21st Century state-of-the-art programs. The Nursing program also needs a significant space increase.
- The Professional Golf Management program is seeking PGA accreditation and is currently on the short-list for this prestigious program. Accreditation would require state-of-the-art space for a program that could grow to 100 students. Accreditation was not granted this year.
- The Culinary Arts program sustains a reputation as a national and regional leader. Renovation of space for this program in Alumni Hall has a high priority.
- SUNY Delhi's classroom station area are below standard. Generally accepted current space guidelines call for station sizes in classrooms to be 23-25 square feet. The facility master plan has incorporated this guideline.

Phase IV - Facilities Master Plan Concept Alternatives

In this phase, three (3) concept alternative plans were developed for the facilities master plan. Each alternative was described in sufficient detail to facilitate a comprehensive review of the proposed concepts. This review by SUCF, SUNY Delhi and the planning consultant provided the basis to select a "preferred" planning concept that recognized the campus profile, existing conditions and future academic needs.

Key Findings:

- Alternative 3 - "Expand, Infill and Reinforce the Campus Core" was selected as the alternative that best fulfills the mission and strategic plans of the college and the SUNY system. This alternative recognizes the potential to "infill" and "expand" the campus core using desirable building sites identified in Phase II - Assessment of Conditions. In this scenario, the academic precinct area is expanded and facilities are relocated outside the core area. The campus core is further infilled with a new building addition for Veterinary Technology sited adjacent to Farnsworth. A student residence hall is sited to the east of Catskill Hall and a new building for Applied Technology expansion is located in the Applied Technology Precinct. All of the proposed new buildings
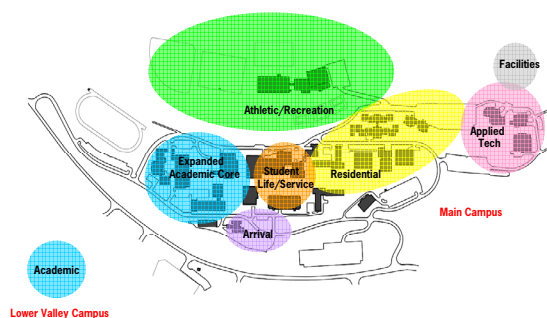
functionally reinforce the campus precincts within the campus core. This concept builds on the strengths of the existing physical campus and its functional attributes.

Phase V - Facilities Master Plan Recommendations

Master Plan Guidelines

The Facilities Master Plan is based on the preferred Alternative 3 concept from Phase IV - "Expand the Campus Core and Reinforce the Existing Precincts." The following guidelines for the final plan are summarized as follows:

- Reinforce the existing campus core with "infill" buildings based on the potential building zones identified in Phase II - Assessment of Conditions.
- New buildings and additions to buildings within the campus core area should respond in a sensitive manner to the existing scale, materials, topography and landscape.
- Sustainable principles and practices should be incorporated into all future projects.
- Connect new and renovated building entryways to the pedestrian spine where possible.
- Reinforce the existing well-defined campus precincts.
- Promote a "pedestrian" oriented campus through the mitigation of vehicular conflicts.
- Develop a "sense of arrival" for the primary public zone related to admissions and administration functions in Bush Hall.
- Develop a sense of arrival for the Clark Field House.
- Enhance pedestrian connections from the campus core to the applied technology and athletic precincts.
- The location of the Delhi campus within the Delaware River watershed requires an understanding of its unique requirements for stormwater management.

Key Elements of the Facilities Master Plan

- Provide 21st century facilities for signature programs in Veterinary Technology, Culinary Arts, Hotel and Resort Management and Nursing. This will involve a new addition to Farnsworth Hall for the Veterinary Technology program, relocation of Nursing to a renovated Sanford Hall, renovation of Thurston Hall for Hotel and Resort Management and renovation of Alumni Hall for Hospitality. These projects reinforce the highly recognized programs and allow for continued excellence.
- Renovation of Evenden Tower to modernize science labs and improve academic departments functionality.
- Renovation of Farnsworth Hall for Park & Recreation, Landscape Architecture & Architectural Technology and Horticulture-Plant Science programs. This will accommodate projected space needs and improve functionality.
- Renovation of MacDonald Hall for the Culinary Arts program and to improve circulation and functionality for student dining.
- Removal of the existing Air Structure and replacement with a permanent indoor recreation center.

- Relocation of Facilities Services, currently in Wall, to a new building outside the academic core area. This allows the Wall building to be renovated for future academic uses related to the campus core.
- Construction of a new building in the Applied Technology precinct to accommodate projected future growth.
- A site has been established in the student housing precinct for a new residence hall (if this option is viable with future capital planning).
- A building addition to Decker Automotive Lab to accommodate projected space needs.
- Removal of North and South Halls.
- Development of a two-way loop road system for the campus that incorporates an enhanced arrival area for the primary public zone near Bush Hall.
- Development of an arrival area and parking for the Sports and Recreation Complex.
- Relocation of the softball field from the Route 10 Main Street property to the Sports and Recreation Field Complex.

New Buildings or Additions

- 20,000 gsf   Veterinary Technology (addition)
- 30,000 gsf   Facilities Services Building
- 45,000 gsf   Indoor Recreation Center
- 12,000 gsf   Applied Technology Building
- 5,500 gsf   Auto Technology (addition)
- 4,000 gsf   MacDonald Hall (addition)

Renovation - Full Building

- 48,693 gsf   Farnsworth Hall
- 12,144 gsf   Thurston Hall
- 19,162 gsf   Alumni Hall
- 17,984 gsf   Wall Complex

Renovation - Partial Building

- 47,097 gsf   Sanford Hall
- 45,846 gsf   Smith Hall
- 35,166 gsf   Evenden Tower
- 14,186 gsf   MacDonald Hall

Demolition

There are two structures proposed for demolition. North Hall is planned for demolition presently, after University Police is relocated to Thurston Hall and Day Care is moved to the new Child Care Center at the Lower Valley Campus. Removing North Hall will provide an improved aesthetic when arriving to the campus, while enhancing internal and external views. South Hall is planned for demolition during the long-term phase to provide the opportunity to shift the loop road east enhancing pedestrian circulation between Thurston Hall, Evenden Tower and Sanford Hall.

EXISTING CONDITIONS KEY MAP

SUNY DELHI
Facilities Master Plan

October 2010

KEY

- ■ EXISTING BUILDINGS
- ■ EXISTING WOODED AREAS
- ■ EXISTING LAWN AREAS
- ■ EXISTING ATHLETIC FIELDS
- ■ EXISTING STREAM
- ■ EXISTING ROADWAYS & PARKING LOTS
- ■ EXISTING WALKWAYS

MAIN CAMPUS

2	KUNSELA HALL AND POOL
3	THURSTON HALL
4	SOUTH HALL
5	BUSH HALL
6	EVENDEN HALL
7	SANFORD HALL COMPUTER TECH. CENTER
8	SMITH HALL
9	FARNSWORTH HALL
10	PLUMBING, HEATING, AND PIPEFITTING
11	REFRIGERATION AND AIR CONDITIONING
12	WELDING
14	ELECTRICAL TECHNOLOGIES CENTER
15	SPORTS AND RECREATION COMPLEX
16	NORTH HALL AND CHILD CARE CENTER
18	MINI-DOME
20	REST ROOM FACILITY
25	FOREMAN HALL HEALTH CENTER
26	ALUMNI HALL HOSPITALITY CENTER
27	GERRY HALL
28	DUBOIS HALL
29	FARRELL HALL
30	MURPHY HALL
31	O'CONNOR HALL
32	WALL SERVICE COMPLEX
33	MACDONALD HALL
34	CATSKILL HALL
36	RUSSELL HALL

LOWER VALLEY COMPLEX

37	TEMP ANIMAL HOUSING
43	DECKER AUTOMOTIVE LAB
44	DAIRY BARN
45	FARM MACH. STG. & REPAIR
46	PUMP HOUSE
48	SOLID WASTE STG. FACILITY
101	TURF MANAGEMENT CENTER

SARATOGA ASSOCIATES

Landscape Architects, Architects,
Engineers, and Planners, P.C.
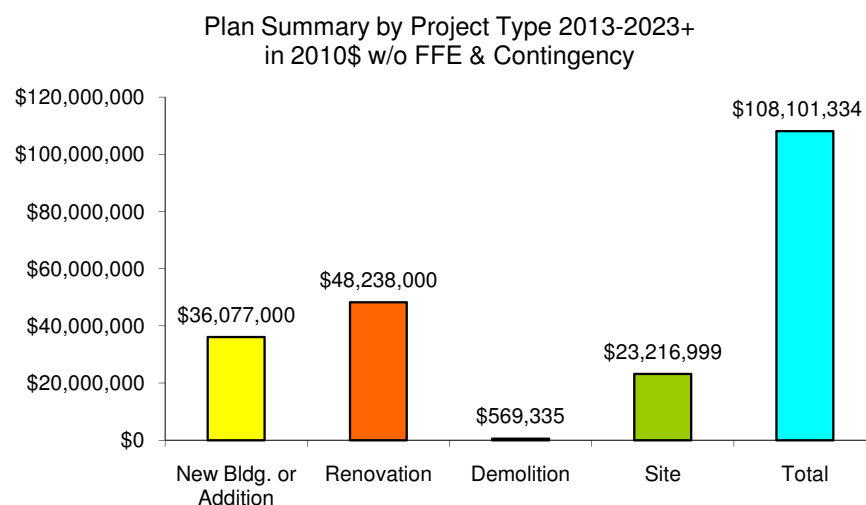
NEW YORK CITY > SARATOGA SPRINGS > SYRACUSE

SUNY Delhi

N

0   75   150   300   450   600
Feet

E - 6A

MASTER PLAN FINAL RECOMMENDATIONS

SUNY DELHI
Facilities Master Plan
October 2010

KEY

- EXISTING BUILDING
- PROPOSED BUILDING OR ADDITION
- PROPOSED RENOVATION
- ROADS AND PARKING LOTS
- WALKWAYS
- LAWN AREA

SARATOGA ASSOCIATES

Landscape Architects, Architects,
Engineers, and Planners, P.C.

NEW YORK CITY > SARATOGA SPRINGS > SYRACUSE

SUNY Delhi

MAIN CAMPUS

2	KUNSELA HALL AND POOL
3	THURSTON HALL
5	BUSH HALL
6	EVENDEN TOWER
7	SANFORD HALL
8	SMITH HALL
9	FARNSWORTH HALL
10	PLUMBING, HEATING, AND PIPEFITTING
11	REFRIGERATION AND AIR CONDITIONING
12	WELDING
14	ELECTRICAL TECHNOLOGIES CENTER
15	SPORTS AND RECREATION COMPLEX
25	FOREMAN HALL HEALTH CENTER
26	ALUMNI HALL
27	GERRY HALL
28	DUBOIS HALL
29	FARRELL HALL
30	MURPHY HALL
31	O'CONNOR HALL
32	WALL SERVICE COMPLEX
33	MACDONALD HALL
34	CATSKILL HALL
36	RUSSELL HALL

PROPOSED BUILDINGS

A	VETERINARY TECHNOLOGY
B	INDOOR RECREATION CENTER
C	APPLIED TECHNOLOGIES
D	STUDENT HOUSING
E	FACILITIES/SERVICE COMPLEX

0 100 200   400   600   800
Feet

N
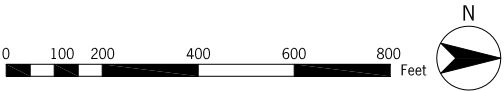
MASTER PLAN FINAL
RECOMMENDATIONS
PERSPECTIVE

SUNY DELHI
Facilities Master Plan
October 2010

COLLEGE ENTRY ROAD

ROUTE 11

N

SARATOGA
ASSOCIATES

Landscape Architects, Architects,
Engineers, and Planners, P.C.
NEW YORK CITY > SARATOGA SPRINGS > SYRACUSE

SUNY Delhi

E - 6C

Action Plan

The phasing for the Facilities Master Plan is driven by program need and the need for surge space to accommodate tenants during construction. Projects have been prioritized and organized by planning period. The four planning period include: 2010-2013 Current-Term, 2013-2018 Short-Term, 2018-2023 Mid-Term and 2023-Beyond Long-Term. Within each planning period the projects are organized into tracks with a building or site project title. Individual tracks are further broken into sub-groups (A-1, A-2, etc.) where each sub-group is given a project designation and project budget in 2010 dollars. In preparing the phasing, consideration was given to the rate or schedule of expenditure based upon available funding to complete the project. The phasing and cost estimates for each planning period are provided.

Facilities Master Plan - Delhi					
Final Plan Recommendation - Program Reconciliation Summary					
	CURRENT-TERM 2010-2013	SHORT-TERM 2013-2018	MID-TERM 2018-2023	LONG-TERM 2023-BEYOND	Total SF
Final Plan Recommendation - Expand the Campus Core and Reinforce Existing Precincts					
New Building or Addition NSF	13,900	15,900	37,900	27,600	95,300
New Building or Addition GSF	22,700	20,000	49,000	42,500	134,200
Renovation NSF	28,900	35,869	80,204	40,450	185,423
Demolition GSF		9,743		11,510	21,253

Capital Improvement Funding

Funding for the State Universities is based on the size and age of campus buildings and the location of the institution. The final plan recommendations have been estimated to capture overall need based upon program, with consideration to FTE growth, space needs and suitability. The Action Plan provides a summary of project priorities in conjunction with costs assosiated with a specific planning period. The Project Phasing and Budget Funding Plan can be found in the Appendix.

Plan Summary by Project Type 2013-2023+ in 2010$ w/o FFE & Contingency

Project Type	Amount
New Bldg. or Addition	$36,077,000
Renovation	$48,238,000
Demolition	$569,335
Site	$23,216,999
Total	$108,101,334

Facilities Master Plan - Delhi

Plan Final Recommendation - Expand the Campus Core and Reinforce Existing Precincts

Phasing Plan PROJECT TRACK / NAME	$/ SF	GSF	TOTAL 2010 $	CURRENT-TERM 2010-2013			SHORT-TERM 2013-2018					MID-TERM 2018-2023					LONG-TERM
				2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023+
2010-2013 CURRENT-TERM																	
TRACK A - CURRENT CAPITAL PLAN																	
A-1 Minor Rehabilitation Projects			$2,600,000	$600,000	$1,000,000	$1,000,000											
A-2 Milling and Paving			$400,000	$400,000													
A-3 Interior Upgrades Alumni Hall			$1,166,000	$178,000	$988,000												
A-4 Upgrade Campus wide Security System/Devices			$836,000		$111,000	$725,000											
TRACK B - CURRENT CAPITAL PLAN																	
B-1 Renovate Smith Hall, Phase II			$2,597,000	$2,597,000													
B-2 Kunsela Hall Masonry			$2,498,000	$2,498,000													
B-3 Combined Site & Utilities Project			$5,060,000			$5,060,000											
B-4 Renovate Sanford Hall			$8,827,000		$8,323,000	$504,000											
B-5 Child Care Center		11,200	$5,972,000		$4,972,000	$1,000,000											
B-6 Renovations at Clark and Wall Service (Maintenance Bldg.)		11,500	$1,700,000		$700,000	$1,000,000											
		22,700															
YEARLY TOTALS IN 2010 $			$31,656,000	$6,273,000	$16,094,000	$9,289,000											
PROF. FEES, EQUIP. COSTS, CONTINGENCIES 35%			$11,079,600	$2,195,550	$5,632,900	$3,251,150											
YEARLY TOTALS ESCALATED $ @ 3.75% YEARLY				100.00%	103.75%	107.64%											
TOTAL CURRENT-TERM ESCALATED $=			$44,508,505	$8,468,550	$22,541,659	$13,498,296											
2013-2018 SHORT-TERM																	
TRACK C - THURSTON HALL																	
C-1 Program Study																	
C-2 Renovate lower floor for University Police	325.1	6,930	$2,252,943				$2,252,943										
C-3 Renovate upper floors for Hotel and Resort Management	325.1	5,214	$1,695,071					$1,695,071									
TRACK D - NORTH HALL																	
D-1 Demolition	26.8	9,743	$261,015					$261,015									
TRACK E - LOT A AND LOOP ROAD RECONFIGURATION																	
E-1 Reconfiguration of road and parking			$253,000					$253,000									
TRACK F - WELCOME VISITOR PULL-OFF																	
F-1 Create pull-off area with orientation signage			$78,000					$78,000									
TRACK G - FARNSWORTH HALL																	
G-1 New Building Program Study																	
G-2 New Building Addition for Vet Tech	393.0	20,000	$7,859,000						$7,859,000								
G-3 Site Enhancements																	
G-4 Renovation of existing building for multiple programs	245.4	48,693	$11,951,210								$11,951,210						
TRACK H - LOT D AND LOOP ROAD RECONFIGURATION																	
H-1 Reconfiguration of road through parking lot			$691,000							$691,000							
TRACK I - BACK ROADWAY ENHANCEMENT																	
I-1 Convert back roadway to two-way traffic pattern			$291,000								$291,000						
		90,580															
YEARLY TOTALS IN 2010 $			$25,332,239				$2,252,943	$2,287,086	$7,859,000	$691,000	$12,242,210						
PROF. FEES, EQUIP. COSTS, CONTINGENCIES 35%			$8,866,284				$788,530	$800,480	$2,750,650	$241,850	$4,284,773						
YEARLY TOTALS ESCALATED $ @ 3.75% YEARLY							111.68%	115.87%	120.21%	124.72%	129.39%						
TOTAL SHORT-TERM ESCALATED $=			$42,276,382				$3,396,630	$3,577,410	$12,753,858	$1,163,431	$21,385,053						
2018-2023 MID-TERM																	
TRACK J - ALUMNI HALL																	
J-1 Renovate - Culinary Arts and Restaurant Management	245.4	19,162	$4,702,930									$4,702,930					
TRACK K - EVENDEN TOWER																	
K-1 Renovation of relocated programs and science laboratories	199.8	35,166	$7,026,870										$7,026,870				
TRACK L - CLARK PARKING EXPANSION - PHASE I																	
L-1 130 space parking addition			$540,000											$540,000			
TRACK M - AIR STRUCTURE																	
M-1 Demolition and construct new Indoor Recreation Center	294.1	45,000	$13,234,950											$13,234,950			
TRACK N - MACDONALD HALL																	
N-1 Renovation of interior	241.4	27,372	$6,607,875												$6,607,875		
N-2 New building entries	354.0	4,000	$1,416,000												$1,416,000		

Facilities Master Plan - Delhi

Plan Final Recommendation - Expand the Campus Core and Reinforce Existing Precincts				CURRENT-TERM 2010-2013			SHORT-TERM 2013-2018					MID-TERM 2018-2023					LONG-TERM
Phasing Plan PROJECT TRACK / NAME	$/SF	GSF	TOTAL 2010 $	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023+
TRACK O - MACDONALD HALL SERVICE AREA AND LOOP ROAD																	
O-1 Renovation of service area and loop road access			$397,000													$397,000	
TRACK P - STUDENT HOUSING																	
P-1 Create new beds on campus (#TBD)	TBD																
TRACK Q - LOT F AND LOOP ROAD ENHANCEMENT																	
Q-1 Enhancement of road through parking lot			$680,000													$680,000	
		130,700															
YEARLY TOTALS IN 2010 $			$34,605,624									$4,702,930	$7,026,870	$13,774,950	$8,023,875	$1,077,000	
PROF. FEES, EQUIP. COST, CONTINGENCIES 35%			$12,111,969									$1,646,025	$2,459,405	$4,821,233	$2,808,356	$376,950	
YEARLY TOTALS ESCALATED $ @ 3.75% YEARLY												134.25%	139.28%	144.50%	149.92%	155.55%	
TOTAL MID-TERM ESCALATED $=			$67,109,790									$8,523,287	$13,212,611	$26,872,301	$16,240,039	$2,261,553	
2023-BEYOND LONG-TERM																	
TRACK R - ATHLETIC FIELD RENOVATION AND EXPANSION																	
R-1 New all-weather field with lighting and a new softball field			$3,530,000														$3,530,000
TRACK S - CLARK PARKING EXPANSION PHASE II																	
S-1 Relocation of tennis courts and new parking arrival area			$1,292,000														$1,292,000
TRACK T - SOUTH HALL																	
T-1 Demolition	26.8	11,510	$308,353														$308,353
TRACK U - THURSTON HALL ARRIVAL AND LOOP ROAD																	
U-1 Enhancement of loop road and arrival area			$1,760,000														$1,760,000
TRACK V - APPLIED TECHNOLOGY																	
V-1 New building	339.3	12,000	$4,071,960														$4,071,960
V-2 Site enhancements			$400,397														$400,397
TRACK W - DECKER AUTOMOTIVE																	
W-1 New building addition for program growth	295.1	5,500	$1,622,995														$1,622,995
W-2 Site enhancements			$182,081														$182,081
TRACK X - WALL SERVICE BUILDING																	
X-1 New Facilities Service Complex	371.5	25,000	$9,288,000														$9,288,000
X-2 Renovate existing building for Constuction Technology	193.8	17,984	$3,484,940														$3,484,940
TRACK Y - SMITH HALL																	
Y-1 Renovation of Construction Technology program	198.5	45,846	$9,099,973														$9,099,973
		117,840															
YEARLY TOTALS IN 2010 $			$34,458,220														$35,040,698
PROF. FEES, EQUIP. COST, CONTINGENCIES 35%			$12,264,244														$12,264,244
YEARLY TOTALS ESCALATED $ @ 3.75% YEARLY																	161.38%
TOTAL LONG-TERM ESCALATED $=			$76,339,953														$76,339,953
TOTAL 2010-2013 CURRENT-TERM			$44,508,505														
TOTAL 2013-2018 SHORT-TERM			$42,276,382														
TOTAL 2018-2023 MID-TERM			$67,109,790														
TOTAL 2023-BEYOND LONG-TERM			$76,339,953														
TOTAL 2013-2023			$109,386,172														
GRAND TOTAL 2010-2023+			$230,234,629														

Chapter 6 Appendix

STANDARD I – MISSION & ADMINISTRATIVE CAPACITY

RN-to-BSN: 2009-2010
M: Maintenance, D: Development, R: Revision

1.1	Mission/philosophy and outcomes of the Nursing education unit are congruent with those of the governing organization.
1.10	Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including Actual Levels of Achievement**	**Action for Program Development, Maintenance, or Revisions**
SUNY Delhi • Mission of SUNY Delhi • Institutional goals • Organizational values • Distance learning mission RN-to-BSN Program • Philosophy • Mission • Student learning outcomes • Program outcomes	• The mission, philosophy, and outcomes of the RN-to-BSN program are 100% congruent with SUNY Delhi • 100% of the faculty agree that the nursing education unit is congruent with those of the governing organization • Programming for online is congruent with the philosophy and purposes of SUNY Delhi and the RN-to-BSN program.	Every odd year in June	• Compare philosophy/ mission of program as stated in nursing website & RN-to-BSN Nursing Student Handbook with the mission/purpose of the college as stated on the SUNY Delhi website • Evaluate nursing program's outcomes for congruency with program's mission/ philosophy statement • Evaluate congruency of definition of distance learning with mission/philosophy of SUNY Delhi and the RN-to-BSN program • Examine philosophy, mission, and outcomes of RN-to-BSN program for relevance to current trends in nursing practice, health care delivery, and education as evidenced in policy statements issued by: NYS Education Department, National League for Nursing, National League for Nursing Accrediting Commission • Evaluate objectives for online nursing courses are congruent with those of the nursing programs objectives	• Philosophy, mission, outcomes, and definition of distance learning of the RN-to-BSN program are congruent with SUNY Delhi	Congruency evaluation every other year (M)

1.2	The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance Or Revisions**
Students • Participation on Student Board • Course evaluations • RN-to-BSN Student Forum • Practicum evaluation Faculty and Department Chair • Participation in faculty meetings • Participation on nursing committees • Participation on College, SUNY Committees and/or Task Forces	Students • Meetings held monthly by conference call • 75% of Student Board Representatives will attend & participate in meetings • Course evaluations obtained for all courses each session • 50% of the students will participate in the Student Forum Faculty and Department Chair • 100% of the faculty will participate in faculty meetings • 75 % of full and part time faculty participate in full faculty meetings faculty meetings • 100% of the full time faculty will participate on	Annually	Students • Student Board minutes • Course evaluation data • Activity logs RN-to-BSN Student Forum Faculty and Administrators • Faculty meeting minutes • Faculty annual reports • Committee minutes • Nursing committee minutes: Curriculum, Policy and Procedure, Textbook/resources	Students • Launched Student Board Fall 2009; monthly meetings with six student representatives and 90% attendance for fall, however attendance declined for spring • Course evaluation data collected after every session, data aggregated across sessions and semesters • Activity logs show approximately 84 students (les than 50%) self-enrolled to the Student Forum Faculty and Department Chair • 95% of full time faculty participate in core faculty meetings • 75 % of full and part time faculty participate in full faculty meetings faculty meetings • 100% of the faculty participate on College committees and/or task forces	Students • Appointed Student Board officers, will hold elections in the fall (D) • Continue to post announcements in the classes to generate interest. to increase attendance at Student Board meetings (D) • Faculty decided to enroll all students in the Student Forum (R) Faculty and Department Chair (M)

	College Committees and/or task forces • 85% of the part time faculty will participate on nursing committees			• 90% of part time faculty participate in the nursing committee structure	

1.3	Communities of interest have input into program processes and decision making.				
	PLAN			**Implementation**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• External Advisory Council • Healthcare agencies • Preceptors • Students • Graduates • Employers	• External Advisory Council offers guidance regarding program development • 75% of preceptors complete the program evaluation • Course evaluations following every course each session • 75% completion of graduate survey • 75% completion of employer survey	Annually and as required	• External Advisory Council Meeting Minutes • Course evaluations • Preceptor evaluation • Graduate survey • Employer survey	• Additional members added to Advisory Council with expertise in BSN online education. • Course eval data collected after every session, data aggregated across sessions and semesters • Preceptor evaluation response improved to 60% after placing tool on survey monkey. Link electronically sent to preceptor • 75% response rate for graduate survey • 25% response rate for employer survey	• External Advisory Council: First meeting with new members and alumni was scheduled for March 2010 • Employer survey: Faculty solicited direction from Advisory Council to improve employer response rate (D) • Program evaluation item revised to collect specific employer information (D) • Employer evaluation to be sent to HR Director instead of CNO (R) • Established Facebook page for alumni to collect program survey data (R)

1.4	Partnerships exist that promote excellence in nursing education, enhance the professions and benefit the community.				
PLAN				**IMPLEMENTATION**	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
• Practicum affiliation agreement • Community colleges	• Sufficient agency contracts are initiated/maintained to allow growing enrollment of students to meet practicum objectives • Student evals indicate satisfaction with agency & preceptor • Articulation agreements between SUNY Delhi and community colleges will increase as needed	Annual or as required.	• Review of contractual agreements. • Student preceptor evaluation • Articulation agreements	• The number of agency contracts has increased from 51 in November 2009 to 85 spring 2010. • Student rate satisfaction with preceptors (85% of students indicated high level of satisfaction with preceptor and practicum setting) • Articulation agreements in process with 5 NYS community colleges	• Continue to secure additional agency contracts with a focus on the Capital district and western NYS (D), contract with Albany Medical Center obtained • Preceptor evaluation (M) • Articulation agreements completed, TCCC, CGCC, BCC (D)

1.5	The nursing education unit is administered by a doctorally prepared nurse.					
1.6	**The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.**					
PLAN					**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**		**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Department Chair credentials	• The Department Chair is doctorally prepared • The Nursing Department Chair's position description indicates that the Chair has the authority and the administrative responsibilities necessary to administer the program. • The Department Chair is evaluated annually	Annually	• CV and personnel folder of the Nursing Department Chair • Faculty annual report • Unit plan		• The Department Chair holds a PhD in Nursing • The position description, annual plan, and unit plan indicate authority and responsibility to fulfill responsibilities.	Continue to monitor (M)

1.7	With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Program budget	Program budget is prepared and administered by Department Chair	Annual and on-going.	• Annual report • Unit plan • Faculty meeting minutes • OTPS reports • IFR, foundation accounts • Replacement equipment requests • Business plan	• Increased enrollment supported additional faculty hires, staff, and library resources	Continue to secure personnel and non-personnel resources consistent with the business plan and budget (D)

1.8 Policies of the nursing education are comprehensive, provide for welfare of faculty and staff, and are consistent with those of governing organization; differences are justified by the goals, and outcomes of the nursing education unit.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Nursing program policies	Nursing policies are consistent with the policies of the college and where there is a difference, justification is noted	Annually	Examination of documents • SUNY Delhi Faculty and Staff Handbook • Agreement United University Professions	Faculty policies dealing with following are congruent between those of College and nursing department • Nondiscrimination • Faculty appointment/hiring • Academic rank • Grievance • Promotion • Salary and benefits • Tenure • Rights and responsibilities	Continue to monitor (M)

1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Student complaints and/or grievances	100% of alleged violations, and complaints are investigated and/or reported to a higher administrative authority and/or are addressed	Annually and as needed	• Formal student complaints • Complaints are documented indicating number, type, and resolution • Academic Policy and Procedure Manual • Student Handbook	• All complaints are reviewed by the Department Chair in a timely manner	Continue to monitor and review all complaints (M)

STANDARD II – FACULTY & STAFF

SYSTEMATIC EVALUATION

2.1	**Faculty is credentialed with a minimum of a Masters Degree with a major in Nursing: and maintains their expertise in the areas of responsibility.**
2.1.1	**A minimum of 25% of the full-time faculty hold earned doctorates.**
2.1.2	**Rationale is provided for utilization of faculty who do not meet the minimum credential.**
2.2	**Faculty (full- and part-time) credentials meet governing organization and state requirements.**
2.3	**Credentials of practice laboratory personnel are commensurate with their level of responsibility**

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Faculty credentials	• 100% of full time nursing faculty are credentialed with a minimum of a masters degree with a major in nursing • 25% of full time faculty hold earned doctorates • 100% of the faculty are licensed to practice as registered nurses • Because this is a fully online nursing program, there are no practice laboratories or personnel required in the program	Prior to appointment, during search and interview process, annually and as needed	• Examination of personnel files • Faculty data forms • Faculty annual report • Faculty licensing	• 100% of faculty hold a minimum of a masters degree with a major in nursing • 66% of faculty hold an earned doctorate • 100% of faculty are licensed as registered nurses	Continue to monitor (M)

2.4	The number and utilization of faculty (full and part-time) ensure that program outcomes are achieved.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Faculty utilization • Faculty/student ratios • Full/part time ratio	• FT faculty workload is 15-credit hours per semester • PT faculty average 6 hours per semester • Student-faculty ratios in the classroom will average 20 students • Practicum experiences are a 1:1 ratio • Ratio of FT vs PT faculty averages 2:5 or 40%	Each Semester	• Faculty contracts and review master schedule • Plan for hiring of additional FT and PT faculty using business plan for growing enrollment	• FT faculty workload 15 hours/semester; faculty contracted for extra service for additional course assignments • PT faculty numbers sufficient; workload averages 6 / semester • Online classroom enrollment is capped at 20 students • FT versus PT faculty is currently 3:11 or 27%	• Continue to monitor workload and classroom ratios through registrar reports (M) • Search for 4th FT faculty member is completed, ratio is 4:11 or 36%, will be initiating another search to meet expected level of achievement of 40% for fall 2010 (D)

2.5	Faculty (full and part-time) performance reflects scholarship and evidence-based practices.					
PLAN					**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**	
Faculty scholarship and evidenced-based practice	• All faculty will demonstrate evidence of enhancement of expertise and achievement of program goals which include application of knowledge, teaching, service, practice, and research. • Faculty demonstrate actions, processes, or methodologies that are grounded in and flow from the translation of substantive and current research	Annually	• Faculty annual reports • Academic faculty data forms • Annual classroom evaluations • Course development evaluations • Classroom evaluations • Curriculum Committee minutes • Faculty meeting minutes	• FT faculty annual reports reflect scholarly activities (e.g., publications, presentations, engaged in excellence in teaching activities, community service, and professional development) • Faculty meeting and Curriculum Committee meeting minutes reflect evidence of currency of course content	• Faculty expertise and scholarship by monitoring assessment methods (M) • Evidenced-based practice by monitoring assessment methods (M) • Faculty development program to be implemented fall 2010 (D)	

2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Non-nurse faculty utilization and credentials • Statistician • Program Assistant and Practicum Coordinator • Recruitment Coordinator • Advisor and Writing Tutor • Department Secretary	• Statistician is doctorally prepared psychometrician, and able to analyze and aggregate data for each session from course and practicum evaluations, graduate and employer surveys, and corresponding reliability for evaluation tools • Program Assistant is masters prepared in advisement, and is able to manage all agency contractual arrangements, facilitate student placement with agencies and preceptors, and advisement responsibilities • The recruitment coordinator holds a BSN and is able to manage site visits to hospital and agencies to recruit students, and to facilitate articulation agreements with community colleges • Advisor and Writing	Ongoing	• Faculty and staff contracts • Plan for additional staff hirings using business plan for growing enrollment	• Statistician analyzes data according to expected level of achievement • With growing enrollment, current advisement responsibilities are also growing for the advisement staff • Department secretary responsibilities are also growing with increased enrollment; this position is half-time for nursing and also has half-time responsibility for the Business Department	• Statistician: Continue to monitor (M). • Hired additional staff to support advisement and writing tutor. • Request for FT secretary position has been requested for spring 2010, request is reflected in the business plan and in unit plan (R) • A centralized advisement model will be explored for possible implementation fall 2010 (R) • Performance evaluation process to be identified for Dr. Mansfield and Elisabeth Marigliano (D)

	Tutor is masters prepared and manages advisement responsibilities, and provides writing assistance for students • The Department Secretary is able to manage the clerical responsibilities of the RN-to-BSN program				

2.7 Faculty (full and part-time) are oriented and mentored in their areas of responsibilities.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis** **Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Faculty (full and part-time) orientation and mentoring	• All new faculty (full- and part-time) are oriented to the College, curriculum, learning management system, course, and best practices of online instruction, and are mentored by full and part time senior faculty. • New faculty feedback express satisfaction with preparation • High satisfaction with New Faculty Orientation (course) • High satisfaction with orientation by new faculty	Ongoing as new faculty are hired	• New faculty participation in and successful completion of the online course, "New Faculty Orientation • New faculty assigned an online course to shadow course instructor • New faculty assigned a mentor who maintains a constant presence in the classroom, and who conducts a formal evaluation of the instruction by the new faculty member • New faculty evaluation • Faculty meeting minutes	• All faculty (full and part-time) receive orientation and mentorship. • Feedback from all involved faculty confirms a positive orientation and mentorship process, however, a request for a checklist was made that will allow new faculty to identify that they have completed all elements of the orientation program. • Evaluations by new faculty preceptors indicate acceptable level of competency • NFO course evaluation reveals high level of satisfaction	• Continue to monitor (M) • Policy and Standards Committee will develop checklist in fall to assist new faculty in completing orientation (D) • Established Confluence page that identifies all FT and PT faculty along with preceptors and dates of evaluation (D) • New evaluation tool will be developed that addresses new faculty evaluation of orientation and preceptors (R)

2.8	Systematic assessment of faculty (full and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.					
PLAN					**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**		**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Faculty: competence that includes measurable behaviors, knowledge, actions, and skills	• Annual faculty evaluations demonstrate competent teaching abilities in the online classroom	Annually and as needed	• FT faculty annual report, continuing appointment, and promotion portfolios • Classroom evaluations • Evaluation of faculty preceptors and orientation by new faculty • Faculty meeting minutes • Course evaluations		• All faculty conduct self evaluation and receive written evaluation from the Department Chair or colleague (following the first class that is taught and annually) • Faculty records include evaluations	• Continue to monitor (M)

2.9	All Non-nursing faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.					
PLAN					**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods/***		**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Non-nurse faculty and staff evaluations	All non-nurse full time faculty and staff are regularly reviewed annually in accordance with the contractual agreement of the college	Annually	• Statistician: evaluated according to faculty evaluation policies and procedures, see criteria 2.8; teaching pre-requisite statistics course; faculty review program data analysis • Program assistant and practicum coordinator: in accordance with professional employee criteria • Recruitment Coordinator: in accordance		• Annual evaluations will be completed on program assistant, and department secretary • Awaiting HR guidance on evaluation process for statistician and	• Department Chair will complete evaluations for Dr.Mansfield and Elisabeth Marigliano by fall 2010

			with professional employee criteria • Advisor and Writing Tutor: in accordance with professional employee criteria • Department secretary: in accordance with classified service employee criteria	recruitment coordinator	

2.10	Faculty (full and part-time) engages in ongoing development and receives support in distance education modalities including instructional methods and evaluation.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Department of SUNY Delhi online education • Faculty Education and Development	• See criteria 2.7 • All faculty will attend a minimum of two workshops or online training tutorial on LMS navigation, online teaching strategies, and best practices of online instruction.	Annually	• Activity logs of online tutorials • Faculty annual reports, continuing appointment, promotion portfolios	• All full and part time faculty have met the level of achievement. • Formal documentation system requires development for PT faculty participation in distance learning continuing education	• Continue to monitor (M) • Confluence page to be developed to track all FT and PT continuing education (D) • Faculty will be requested to add their information from November 2009 to present (D)

STANDARD III – STUDENTS

SYSTEMATIC EVALUATION

3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Students: SUNY Delhi academic policies • RN-to-BSN Program Student Policies	• 80% of the RN-to-BSN program's policies are congruent with those of SUNY Delhi, are made accessible to students, are non-discriminatory, and are consistently applied • Course syllabi address progression policy • Differences in polices (selection, progression, general education requirements) are justified	Annually and as needed	• RN-to-BSN program website • SUNY Delhi website • SUNY Delhi Student Handbook • Course syllabi • Academic policy and procedure manual • Vancko Hall RN-to BSN Student Handbook • Policy and procedure minutes	• Policies and procedures are available and accessible via the SUNY Delhi website • RN-to-BSN specific policies are available via the Vancko Hall RN-to-BSN Student Handbook • All course syllabi display progression policy • Differences in polices are justified based on progression and the ability to master student learning outcomes	Department Chair, faculty, and Policies and Standards Committee will continue to monitor and evaluate policies (M)

3.2	Student services are commensurate with the needs of students pursuing or completing the baccalaureate program, including those receiving instruction using alternative methods of delivery.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Student support services • Enrollment services • Advisement and retention • Financial aid • Records and registration • Services for students with disabilities • Campus bookstore • Technology services • Writing Center • Library	Course evaluations: Student will rank all support services above a mean of 4.0 on a scale of 1-5	By semester and annually	• Course evaluation • Advisor feedback documented in faculty meeting minutes	Data analysis of satisfaction revealed: • Advisement 4.10 • Library 3.97 • Webmail 3.95 • Writing Center 4.18 • Campus bookstore 4.05 • Tech support 3.93 All categories show a slight decline.	• Advisement: training given to faculty training sessions offered, faculty will explore a centralized advisement model to increase accessibility to expert advisors (D) • Library: Director is exploring alternative packages of electronic journals to increase selection and accessibility, library surveyed students and faculty on library services, data analysis pending (D) • CIS: Webmail system: Migration to new system to be investigated, tech support hours expanded to 6 days a week (R) • Writing Center: hired FT advisor and writing tutor (M) • Campus bookstore: shared data with store manager, meetings with B&N regarding website malfunction and her staff (D)

3.3   Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
• Financial Aid Office • Nursing Department Office • Registrar's Office	Educational and financial records are in accordance with state and federal guidelines	Annually	Publicly accessible policies and procedures are available which address the maintenance of educational records • College Student Handbook • Academic Policy/Procedure manual • Registrars office Policies are in place which address the safety and security of electronic records (Confluence) • Information technology	• All financial records are maintained and reviewed by the Financial Aid office • All RN-to-BSN student educational files are reviewed and maintained by the department office • Information technology and faculty implement measures to maintain secure electronic documentation	Continue to monitor (M)

3.4   Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.
3.4.1   A written, comprehensive student loan repayment program addressing student loan information, counseling monitoring, and cooperation with lenders is available.
3.4.2   Students are informed of their ethical responsibilities regarding financial assistance.

PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Communication regarding loan information, counseling, monitoring, and ethical responsibility	Students receiving Title IV assistance compliance with Higher Ed Reauthorization Act, and are informed of their responsibility regarding financial assistance	Annually	• Review of the students' financial aid records • Review published electronic (website) materials	• Compliance is achieved, reviewed with Director of Financial Aid • Financial aid information is current and posted on the SUNY Delhi website	Continue to monitor (M)

3.5	Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance Or Revisions**
Integrity and consistency of public information	All information is of integrity and consistent, and available to the public, including the program's accreditation status and NLNAC contact information	Annually and as needed	SUNY Delhi RN-to-BSN program website	Candidacy status granted, website updated July 2009 Program information on website update and reviewed, ongoing revisions • Accreditation status • Program highlights • Admission criteria • Mission, philosophy, SLO • Course descriptions • Contact information	Site visit NLNAC Expect communication from NLNAC Commission decision regarding accreditation (D) Continue to monitor (M)

3.6	Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.				
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Communication of revised policies and procedures	• Nursing policies/procedures posted on RN-to-BSN Student Handbook on VH • All students enrolled in site • Announcement posted on site if any change in policy/procedure. • Each student automatically receives email when announcement posted • Revision in College policy communicate to students via Webmail, and or letter to student and/or family	Annually and as needed	• View participant list in RN-to-BSN Student Handbook on Vancko Hall • RN-to-BSN website • Student Board minutes • Faculty meeting minutes • Advisement records • Announcement posting in each classroom	All revised policies and procedures communicated to students in a timely manner. Examples include: • Change to APA 6th edition • Change in technology helpdesk hours • Implementation of Student Board • Implementation of Personal Learning Plan for student curriculum planning • Attendance policy was lacking clarity	Continue to monitor (M) Attendance policy being revised (D)

3.7	Orientation of technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.				
PLAN				ORIENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
• Orientation: VH, SUNY Delhi Webmail, BroncoWeb • Technical support availability	100% of students are oriented to Vancko Hall, Delhi WebMail, and BroncoWeb	Annually and each session	• UNIV 300: Orientation to RN-to-BSN Program • Course evals (see 3.2) • Student Board minutes • Faculty meeting minutes	• Students reported that their experience with UNIV 300 provided sufficient preparation (mean 4.16) • Helpdesk hours expanded to 6 days/week • Phone calls to all new students prior to UNIV 300 to summarize technological requirements	•

3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.					
PLAN				ORIENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis **Including actual levels of achievement**	Action for Program Development, Maintenance or Revisions
Technology requirements and policies	• Faculty will express satisfaction with student preparation for the online classroom • Information requirements is available and accessible through multiple sites and sources	Annually and each session	Technology requirements • Acceptance letter documents • SUNY Delhi website: "Online Education" • UNIV 300: "Orientation to RN-to-BSN Program" • Vancko Hall course page • Course syllabi evaluations (please see 3.2) • (Student Board minutes) • Faculty meeting minutes	• Students reported that their experience with UNIV 300 provided sufficient preparation (mean 4.16) • Helpdesk hours expanded to 6 days/week. • Phone calls to all new students prior to UNIV 300 to summarize technological requirements	Continue to monitor (M)

STANDARD IV – CURRICULUM & INSTRUCTION

SYSTEMATIC EVALUATION

Curriculum: **The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.**

4.1 The curriculum incorporates established professional standards, guidelines, competencies, and has clearly articulated students learning and program outcomes.
4.2 The curriculum is developed by faculty and regularly reviewed for rigor and currency
4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
• Curriculum • Course objectives • Student learning outcomes • Program outcomes • Learning activities • Faculty End of Course Evaluation	• Faculty agree standards, student learning outcomes are clearly stated • The Nursing faculty participates in curriculum development to review and revise the philosophy, mission, student learning outcomes, course progression of objectives. • Faculty agree student learning outcomes are used to organize curriculum • There is regular review of the rigor, currency, and cohesiveness of nursing courses by faculty • Courses in liberal arts and sciences and general education provide a foundation for the	Annually and as needed	• Faculty meeting minutes • Curriculum Committee minutes • External Advisory Committee minutes • Course objectives & learning activities • Course evaluations • Graduate and employer surveys • RN-to-BSN Student Handbook • RN-to-BSN website • Essentials and NYS articulation model • Students are required to meet 7 of 10 gen ed requirements; GE 1 and 10 are required.	• Faculty agrees in integrity of curriculum congruence in philosophy, organizing framework, program objectives, curriculum design, course progression, and outcome measures. • Faculty agrees logical, sequential curriculum plan where course content increases in difficulty and complexity. • Review of select SLO and course objectives required revision. • Practicum hours: Students required more time than originally required for course. • Data from graduates (N=17) and employers (n=2), data shows SLO	• Develop "Faculty End of Course Evaluation" (R) • SLO and course objectives reviewed to include measurable terms (M) • Course syllabi to include table that represents relationship between SLOs and course objectives. 300 level courses to be completed fall 2010; 400 level to be completed spring 2011 (D) • Increase hours in N 301 and N 401 to 45 hours. To be implemented for spring 2011 (D) • Added an item to the program/graduate survey that collects

				and program outcomes are being met. • Faculty agrees sufficient LA&S and general education course offerings. • Students are lacking GE 1	employer information (R) • Will collect employer evaluation data this summer (D) • Revised ALHT 202 to enable students to meet GE 1 requirement (R)
	curriculum.				

4.4	The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.				
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
• Student learning outcomes • Course objectives • Learning activities	• The SUNY Delhi RN-to-BSN curriculum flows from the RN-to-BSN nursing philosophy through an organized framework into a logical progression of course objectives and learning experiences that include cultural, ethnic, and socially diverse concepts of the client and regional, national, and global perspectives of the environment • Graduates and employers indicate students have met the student learning outcomes	Annually	• Course syllabi: examine relationship between objectives and student learning outcome; examine relationships where the concepts and experiences are compared to examples of cultural objectives • Student learning outcomes: "Graduates of the SUNY Delhi RN-to-BSN program will synthesize knowledge from the biological, social sciences, and behavioral sciences, as well as humanities and nursing to provide culturally competent care to individuals, families, and communities" • Graduate and employer survey • Course evaluations	• Graduate surveys and employers indicate that graduates have met student learning outcome (limited data for employer surveys) • Evaluation of course objectives and learning assignments indicate curriculum is meeting this standard	Continue to monitor (M)

4.5	Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Use of education theory in evaluating students, courses, and program • Formative and summative evaluation • Academic integrity • Writing Center referral	• Program grounded in constructivism; evaluation of students, courses, and programs a fundamental way to ensure adult learners are achieving SLO, course objectives, and program outcomes • Formative and summative evaluation yield satisfaction with learning activities, satisfactory analysis of written assignments, preceptor evals of students show satisfaction with program & student performance • Graduates and employers are satisfied with program and graduate performance	Annually and as needed	• Faculty meeting minutes • Course evaluations and item analysis • Written assignments • Graduate and employer surveys	Program student centered and grounded in constructivism. Formative evaluation • Emails between student and faculty as needed for issues identified in courses • Communication arranged between faculty, student, and advisor when issues affecting progression • Grading comments made on DQs and course assignments following a set rubric specific for each course • Early Warning Notices generated when student does not respond to emails, DQ or comments or graded assignments Summative evaluation • Analysis of written assignments for student at end of course meet SLO • Aggregate student course evals, course eval of satisfaction with learning mean score > 4.00 • Graduate surveys (limited data) show SLO met and satisfaction with program • Employer surveys (limited data) show SLO met and satisfaction with performance • Preceptor and practicum evaluations • Nursing faculty (Curriculum Committee) course and program evaluations implemented	• Continue to monitor (M) • Faculty End of Course Evaluation to be implemented fall 2010 (D)

4.6 The curriculum and instructional process reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Constructivist theory • Evidenced based nursing practice paradigm • Collaboration • Research • Best practice standards	• Evidence that learner is pivotal in taking control of learning and educator is mediator and guide • Constructivism is utilized as programmatic educational theory that allows and encourages the adult learner to be an active part of the learning process and not simply have knowledge passively delivered to the learner • Students learn to solve real life issues in the classroom by grounding them in theory and evidence-based research. • Students actively participate in acquiring their education and knowledge through various means • Reflection on learned knowledge through course assignments • All courses assignments grounded in EBR • All courses build upon the prior weeks so that knowledge builds upon itself; building on knowledge is also seen on a larger scale in this program with direct ties from course-to-course • Evidence of collaboration with LA&S faculty for development of online LA&S courses to support upper division and general education requirement • Evidence of collaboration with library and IT to maintain/enhance services to students	Annually and as needed	• Course syllabi • Learning assignments • Evaluate constructivist concepts within and between courses, and for assignments grounded in evidence • Number of LA&S and general education offerings	• Constructivist concepts present within and between all courses • Assignments reflect real life issues and grounded in EBR (e.g., ALHT-301, NURS-400) • Active participation by student in acquiring knowledge, e.g. NURS-403 • Students demonstrate ability to reflect on learned knowledge and apply to subsequent assignments, e.g. ALHT-401, NURS-403 • All DQs have minimum number of peer-reviewed, scholarly citations not including, after certain point, required readings • Courses build upon knowledge from week-to-week (e.g., ALHT-300), course-to-course, (e.g., ALHT-400, NURS-401 • 10 online LA&S developed to support program requirements • Coordinator of Delhi Online Education is resource faculty look to for guidance in new ways to deliver knowledge, how to work with VH, and how to adapt present delivery systems to new technology • In collaboration with Math faculty, ALHT 202 revised to	Continue to monitor (M) Bassett partnership will focus on change project in N 400, and SLP in ALHT 401 (D)

				enable students to meet GE 1 requirement • Faculty exploring opportunity to partner with Bassett Hospital that would include student's practicum project focused on importance of certification on practice outcomes	

4.7	Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organizations, state and national standards, and best practice.				
	PLAN			IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
• Program objectives • (Graduate outcomes) • SUNY • NYS Dept of Ed • NYS Board for Nursing	• Program length 120 credits • Student learning outcomes are attained • Program outcomes are attained	Annually	• College website • RN-to-BSN website • SED regulations • Graduate surveys • Employer surveys	• Program length adheres to regulatory requirements • Graduates and employers state student learning outcomes have been achieved (limited employer data)	Continue to monitor (M)

4.8	Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations' from all parties and ensure the protection of students.				
4.8.1	**Student clinical experiences reflect current best practices and nationally established patient health and safety goals.**				
	PLAN			IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
• Course Objectives • Agency contacts • Practicum learning environments and experiences • Student learning outcomes	• Faculty agree that the practicum facilities provide experiences which support the attainment of course objectives, and student leaning and program outcomes • Contractual agreements exist with all agencies utilized by students • Students express satisfaction with the practicum experience and with their preceptor • All students understand and utilize national safety goals in their practice	Annually	• Faculty meeting minutes • Agency contracts • Practicum evaluations • (Graduate and employer surveys)	• Practica objectives include national patient safety goals being met AEB assigned activities, and evaluations • Practica hours confirmed in writing • Contracts and certificates of liability present for all agencies • Graduates and employers indicate SLO	• Continue to monitor (M)

STANDARD V – RESOURCES

SYSTEMATIC EVALUATION

5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Fiscal resources • Involvement, responsibility, and authority of the Department Chair in budget preparation	• The RN-to-BSN program's fiscal needs are met by the college budget allocation and system funding • Professional development funds have been used by faculty to support individual development	Annually and as needed	• Program budget • Program business plan • Faculty annual report	• Hiring of faculty and staff, and adding non-personnel resources has been consistent with business plan and growing enrollment • Faculty development has involved workshops offered at SUNY Delhi, however, funds are available through the budget and Professional Development Funds for external programs • Department Chair is involved in budget development and implementation (annual unit and business plan) • Salaries/budgets are comparable to other departments within College	Continue to monitor (M)

5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs f the faculty, staff, and students.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Physical resources	Physical facilities needed to implement this program are minimal since all courses are offered online and faculty functions from a remote location. However, the physical space is adequate for the Department Chair, the recruitment coordinator and recruitment activities, the program assistant, and the Department secretary	Annually and as needed	• Assessment of adequate space will be directly correlated to growing enrollment and business plan • Additional space will be required with incremental growth and need for additional onsite support staff	The physical resources are adequate to meet the needs of onsite staff and the Department Chair	Continue to monitor (M).

5.3	Learning resources and technology are selected by the faculty and are comprehensive, current,, and accessible to faculty and students, including those engaged in alternative methods of delivery
5.4	Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Learning management system: Moodle • Instructional aids • Individual course resources: electronic, textbooks • Library resources • Confluence • Technical support	• Faculty agree that learning resources and technology are sufficient • Performance measures of Vancko Hall are satisfactory as measured by IT staff and by course evaluations* • Satisfactory technical support as evidenced by course evaluations* • Instructional aids and individual course resources: Curriculum Committee evaluates resources and links to each class • Confluence: has sufficient functionality as evidenced by faculty meeting minutes • Technical support is satisfactory as evidenced by course evaluations* and faculty meeting minutes • Satisfactory library resources as evidenced by	Annually and as needed	• Information technology performance measures • Course evaluations • Library resources and budget • Faculty meeting minutes • Curriculum Committee minutes • Business plan	• Performance measures: service has continued to fall within the service level agreement specifications for 99.75% accessibility or better and 3.0 second page load or better • Faculty are involved in selecting additional full text electronic journals • See Standard 4 and 6 for analysis of satisfaction with technology • Additional resources are secured that are consistent with enrollment growth and the business plan	Continue to monitor (M).

	course evaluations* * mean score of 4.00 or greater				

STANDARD VI – OUTCOMES

SYSTEMATIC EVALUATION

6.1 The systemic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Systematic evaluation plan	• All faculty participate in the review process • All standards and criteria are addressed in the plan • Maintenance, development, and revision of nursing program policies are based on the assessment results of the nursing program using the systematic review process	Annually	• Faculty meeting minutes • NYSED annual report • NLN annual report	• Program evaluation of the nursing education unit, as defined by the governing organization and the unit, demonstrates how and to what extent the program is attaining all NLNAC standards and criteria • The systematic program evaluation contains minimally expected levels of achievement, time frames, and assessment methods • Data and information are collected, analyzed, aggregated, and trended. • Evaluation findings are used for decision making for program improvement • Strategies are taken or will be taken to address the area(s) identified as needing improvement	Continue to monitor (M)

6.2 Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Data collection and analysis	Trends are identified.	Annually	• Course evaluations: instruction, instructor, support services • Practicum evaluations • Graduate survey • Employer survey • Faculty End of Course Evaluation • Item analysis • Analyze response rate	• All data collected analyzed, findings make a contribution toward program decision making	• Continue to monitor (M)

6.3   Evaluation findings are shared with communities of interest.

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Communities of Interest: • Regulatory agencies • External advisory council • Healthcare agencies • Community • SUNY High Needs funding • Center for Health Workforce Studies, U Albany School of PH • Articulation agreements with community colleges and healthcare agencies • ADN/BSN Councils of NYS • NLN	Faculty participates in sharing evaluation findings with communities of interest.	Annually	• Annual reports • Advisory Board Meeting Minutes • Articulation agreements • Press releases • Funding proposals and annual reports • NYS Associate Council of Degree Nursing Meetings • Paper presentations	• Findings are share with communities of interest • Faculty identified gap on External Advisory Council, is representative with significant online baccalaureate program development and instruction	• Dr. Joan Lockhart from Duquesne University, who has significant experience in online baccalaureate program development and instruction, has been added to our External Advisory Council (R) • Chyrise Taylor, program alumna, has also been added to the Council (R)

6.4	Graduates demonstrate achievement of competencies appropriate to role preparation.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Student learning outcomes	100% of graduates achieve student learning outcomes	Biannually	• Graduate Survey • Employer Surveys • Course Evaluations • Practicum evaluations	• Graduate survey results are extremely positive. Our graduates indicate that their student learning outcomes have been met; satisfaction with the program, courses, instruction, services was very high. In addition, our graduates plan on pursuing graduate work; 8 graduates plan on changing employment or role as a result of earning their BSN • The response rate to our employer survey has been limited (n=2, 2009). A link to our survey was emailed to employers followed by a direct mail with a postage paid envelope and a phone call from the Department Chair. Thus far we have received two responses, and the sample is extremely small) • Preceptors indicate students are meeting practicum objectives • Course evaluation tool lacks item that asks student to identify if they believe they have met the objectives of the course	Item that asks students to identify if they have met each individual objective will be added to the course evaluation tool (plan summer 2011) (R) Employer survey to be completed summer 2010 (D) Facebook page added for alumni to facilitate collection of program data (M)

6.5	The program demonstrates evidence of achievement in meeting the following program outcomes: program completion, program satisfaction, and job placement				
PLAN			**IMPLEMENTATION**		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Retention rate and program completion	70% of students will graduate within a 150% of time	Annually	Office of Institutional Research reports	• Retention rate is averaging 69%, a decrease from 72% • 22 students admitted since spring 2008 (launching of program) have graduated. Our graduation rate thus far is in compliance with the standard that students will graduate within 150% of the normal time of completion • The demographics of or graduates are: 20 females, 2 male; 20 white non-Hispanic Caucasians and 2 female African-Americans	Retention • Centralized advisement model to be explored (D) • Tracking reasons for attrition, reasons tend to be personal in nature (D) • Utilize academic challenges page to identify students at risk (D) • Calculate graduation rate for class of spring 2008 in summer of 2011 (D)
Program Satisfaction	85% of graduates indicate satisfaction with the program	Post graduation and 3 year follow-up	• Graduate survey	100% of the graduates indicate satisfaction with the program	Continue to monitor (M)
Employer satisfaction	85% of employers indicate satisfaction with the performance of the graduate	Post graduation	• Employer survey	• Response rate limited (small sample size)	• Consulted External Advisory Council, March 2010 meeting • Added a more specific item to the graduate survey regarding employer information (D) • Contact HR Directors at healthcare agencies to assist with

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					completion of employer evaluation (R)
Job placement	90% of graduates are employed	Post graduation and 3 year follow-up	• Graduate survey	• 100% of graduates are employed	Continue to monitor (M)

6.6 The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
See criteria 6.1-6.5 Performance of the learning management system and WebMail (also addressed in Standard 5)	See criteria 6.1-6.5 • LMS up and running • System is accessible • Performance: system response is rapid and without errors, each page has 3 seconds to post or system is below service level • Upgrades are implemented as needed consistent with service agreements	See criteria 6.1-6.5 Continuous	See criteria 6.1-6.5 • Direct and automated systems monitoring • Course evaluations	See criteria 6.1-6.5 • Information technology staff monitors and effectively manages performance issues • Announcement is posted on Vancko Hall and IT home page if performance is decreased • Upgrades to Moodle, BroncoWeb, Banner, confluence	See criteria 6.1-6.5 Continue to monitor (M)

SUNY DELHI

ONLINE FACULTY EVALUATION

FACULTY SELF-ASSESSMENT INSTRUCTIONS
There are three steps we ask you to complete:

1. Review your student evaluations and feedback

2. Complete a self-assessment

3. Phone conference with Dean/Chair/Peer

1. Review student evaluations and feedback

Prior to completing the faculty self-assessment form, **review and summarize** student

evaluations and feedback for the previous term/session.

2. Faculty self-assessment: Effective teaching

Faculty Member Name:
Program:
Course during period under review:

Please mark the descriptor and include a narrative that indicates how well you think your teaching performance met each of the evaluation criteria:

- My performance of this task has been a strength in my teaching.
- My performance of this task has been proficient.
- This task has been difficult but I am now making progress.
- This task has been a serious challenge and I need help.

Engagement: Establishing a Foundation for the Learning Process

1. Create an atmosphere of **mutual respect** (e.g., courtesy, solicitation of input, respect for different viewpoints). **Strength Proficient Making Progress Need help**

2. Be **available** to my students a minimum of four to five days out of each week. **Strength Proficient Making Progress Need help**

3. Be **proactive** in initiating interactions with students. **Strength Proficient Making Progress Need help**

4. **Integrate** theories, research or applications relevant to nursing into my work**. Strength Proficient Making Progress Need help**

5. Communicate commitment to **ethical**, scholarly**,** and established professional codes. **Strength Proficient Making Progress Need help**

Pedagogy: Facilitating the Learning Process

1. Establish clear expectations for how students should participate throughout the course. **Strength Proficient Making Progress Need help**

2. Help develop students' **critical thinking** abilities. **Strength Proficient Making Progress Need help**

3. Encourage students to perform at **higher standards**. **Strength Proficient Making Progress Need help**

4. Be **sensitive** to the unique demands of an online learning environment and the needs of the adult learner. **Strength Proficient Making Progress Need help**

5. Keep abreast of the research on teaching, learning, and technology so that I am **current** in my field of expertise. **Strength Proficient Making Progress Need help**

Feedback: Responding to the Learning Process

1. Provide feedback **to students** in a **constructive and respectful** manner. **Strength Proficient Making Progress Need help**

2. Provide **timely** feedback to students within 5 working days. **Strength Proficient Making Progress Need help**

3. Be **open-minded** to a diversity of views. **Strength Proficient Making Progress Need help**

4. Provide **fair and consistent** feedback to students. **Strength Proficient Making Progress Need help**

Assessment: Verifying the Learning Process

1. Evaluate students' work products **against stated expectations. Strength Proficient Making Progress Need help**

2. Inform students of their **progress** by providing grades/feedback regularly throughout the course. **Strength Proficient Making Progress Need help**

3. Be **clear and specific** regarding how grading will be done in my classes. **Strength Proficient Making Progress Need help**

4. Assess students' **writing** skills and recommend guidance and remediation (Writing Center) as needed. **Strength Proficient Making Progress Need help**

Reflecting on Development: Goals and Opportunities

What follows is an attempt to capture information about institutional and professional factors and processes that affect your performance as a SUNY Delhi instructor. Please include technical and training factors that may have affected your performance.

A. What **institutional factors** facilitate your success as an instructor in the following categories?

B. What **institutional factors** interfere with your success as an instructor in the following categories?

C. What **professional factors** facilitate your performance in the following categories?

D. What **professional factors** interfere with your performance in the following categories?

E. Please share two things **the College can do** to help you be a better instructor.

1.

2.

F. Please share two things **you can do** to help you be a better instructor.

1.

2.

3. Dean/Chair/Peer Evaluation

Reviewed by:

Date:

A. For each of the following areas, determine whether faculty member's teaching effectiveness is exceeding, meeting, or failing to meet expectations.

Engagement

Exceeding Expectations   Meeting Expectations   Failing to Meet Expectations

Pedagogy

Exceeding Expectations   Meeting Expectations   Failing to Meet Expectations

Feedback

Exceeding Expectations   Meeting Expectations   Failing to Meet Expectations

Assessment

Exceeding Expectations   Meeting Expectations   Failing to Meet Expectations

B. Please briefly describe developmental goals set by Dean/Chair/Peer and faculty member for performance improvement for the next school year.

_____   _____

Faculty Signature   Date

_____   _____

Dean/Chair/Peer Signature   Date

Appendix 6-3

Delhi
STATE UNIVERSITY of NEW YORK

Division of Liberal Arts & Sciences
EVALUATION OF CLASSROOM VISIT

FACULTY BEING EVALUATED _____ Sample _____   CLASS SIZE _____

COURSE _____   METHOD OF PRESENTATION _____

DATE OF VISIT _____EVALUATION MADE BY _____

A.   A checklist for evaluating some key points.

   <u>Directions:</u> Evaluate each of the items listed below on the scale provided. If you feel that you
   have no basis for judgment on an item, you may omit it. Space is provided in Section D for
   comments.   The scale may be interpreted as follows:

   l. <u>Below Average</u>   2. <u>Average</u>   3. <u>Superior</u>

<u>Personal Characteristics</u>

	1	2	3
1. Enthusiasm for the subject	___	___	X
2. Imagination	___	X	___
3. English usage (vocabulary, grammar)	___	___	X
4. Presence, voice (modulation, diction)	___	X	___

<u>Teaching Characteristics</u>

	1	2	3
1. Mastery of subject matter	___	___	X
2. Organization of lesson	___	___	X
3. Efficient use of class time	___	___	X
4. Utilization of teaching aids available	___	___	X
5. Responsiveness to needs and interests of students	___	___	X
6. Handling student challenges (poise)	___	X	___
7. Discipline or class control	___	X	___
8. Rapport with students	___	___	X
9. Holding student interest	___	X	___
10. Guiding discussion	___	X	___
11. Obtaining pupil cooperation	___	___	X
12. Using questions effectively	___	X	___
13. Relating learning to pupils' experience	___	X	___

for __ _____ _____

B.　　Answer the following questions as they apply to your evaluation.

　　　1.　　In what ways does the faculty member need to improve?

　　　2.　　What strong points characterize this person's teaching?

　　　3.　　Is the method of instruction the best for this learning situation (e.g., lecture, recitation, laboratory, discussion)?

C.　　Evaluation of general teaching effectiveness (check one).

　　　1.　　Below average _____
　　　2.　　Average　　　　 _____
　　　3.　　Superior　　　　 _____

D.　　Additional comments

_____
Signature of evaluator　　　　　　　　　　　　　　　　Date

_____
Signature of faculty being evaluated　　　　　　　　　Date