

INSTITUTIONAL SELF-STUDY REPORT

STATE UNIVERSITY OF NEW YORK AT DELHI
FEBRUARY 2012

Prepared for the Commission on Higher Education of the
Middle States Association of Colleges and Schools



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INSTITUTIONAL OVERVIEW

Founding Date	1913 – New York State School of Agriculture and Domestic Science		
Location	Delhi, Delaware County, State of New York		
President	Dr. Candace S. Vancko		
Enrollment	Fall 2011 – 3,206		
Gender	Male 49%	Female 51%	
Ethnicity	African American 14.2% Hispanic 10.5% White 67.2% Other 8.1%		
Degrees Granted 7/1/2010 - 6/30/2011	Baccalaureate 198	Associate 557	Certificate 31
Programs	Accounting, Adventure Recreation, Architectural Design and Building, Architectural Technology, Automotive Technology, Business Administration, Business and Professional Golf Management, Business Management, Carpentry, Club Management, Computer Aided Drafting and Design, Computer Information Systems, Construction Management, Construction Technology, Criminal Justice Studies - AA, Criminal Justice – BS, Culinary Arts - AAS, Culinary Arts Management – BBA, Electrical Construction and Instrumentation, Environmental Studies, General Studies, Golf Course Management, Golf Course Operations, Heating, Ventilating, and Air Conditioning, Horticulture, Hotel and Resort Management, Humanities and Social Sciences: Humanities Option, Humanities and Social Sciences: Social Sciences Option, Individual Studies, Information Systems Auditing, Information Technology Management, Integrated Energy Systems, Landscape Design and Management, Marketing, Math and Science: Math Option, Math and Science: Science Option, Nursing, Park and Outdoor Recreation, Physical Education Studies, Plumbing and Electrical Instrumentation, Plumbing, Heating & Pipefitting, Refrigeration and Air Conditioning, Recreation and Sports Management, Restaurant and Foodservice Management - AAS, Restaurant and Foodservice Management - BBA, RN to BSN: Distance Learning, Teacher Education Transfer, Travel and Tourism Management - AAS, Travel and Tourism Management - BBA,		

Veterinary Science Technology, Veterinary Technology Management:
Distance Learning, Welding Technology

Faculty/Staff	SUNY Employees – 365 Full time; 118 Part time College Foundation Employees – 5 Full time; 33 Part time & seasonal College Association (CADI) Employees – 83 Full time; 195 Student Part time		
Operating Budget	\$31,074,000		
Tuition & Fees	In-State Tuition	\$5,270	
(Annualized)	Out-of-State Tuition	\$9,740 (Associate)	\$14,320 (Bachelor)
	Room, Board & Fees	\$11,650	
	Fees for Online Students	\$420	
	In-State Part time Tuition	\$220/per credit hour	
	Out-of-State Part time Tuition	\$406 (Associate)	\$597 (Bachelor)
Physical Plant	625 Acres, 44 Buildings including 6 residence halls and 120-bed apartment complex		
Resnick Library	41,975 Bound Volumes 244 Periodical Subscriptions 55 Electronic Databases		
Accreditation	American Council for Construction Education (ACCE) American Culinary Federation (ACF) American Design Drafting Association (ADDA) American Veterinary Medical Association (AVMA) Automotive Service Excellence (ASE) Middle States Commission on Higher Education (MSCHE) National Automotive Technicians Education Foundation (NATEF) National League for Nursing Accrediting Commission (NLNAC)		
Collective Bargaining Units	Civil Service Employees Association, Inc. (CSEA) Management/Confidential (MC) Police Benevolent Association (PBA) Public Employees Federation (PEF) United University Professions (UUP)		

Sources: *Horizons*, SUNY Delhi Annual Report 2011, IPEDs SUNY Delhi website, www.delhi.edu



Middle States Steering Committee

Faculty

Dr. Bret Meckel (co-chair), Associate Professor, Applied Sciences & Technology Division
 Dr. Terry Hamblin, Associate Professor, Liberal Arts & Sciences Division
 Dr. Mary Pat Lewis, Professor/Associate Dean, School of Nursing, Liberal Arts & Sciences Division
 Dr. Monica Liddle, Professor, Liberal Arts & Sciences Division
 Dr. Akira Odani, Associate Professor, Business & Hospitality Division
 Eric Robert, Associate Professor, Applied Sciences & Technology Division

Staff

Lori Osterhoudt (co-chair), Director, Counseling & Health Services, Student Life
 Joe Batchelder, Director of Capital Construction, Physical Plant
 LouAnn Matthews-Babcock, Director of Judicial Affairs, Student Life
 Nancy Smith, Registrar/Director of Institutional Research, Records & Registration
 Jeff Stedman, Director, Academic Advisement/Early Warning, Resnick Learning Center

Administration

Dr. John Nader, Provost

College Council

Carol O'Beirne

CSEA

Denise Holcomb, Clerk, Resnick Library

Student

Brittany Perkins

Executive Summary

SUNY Delhi has enjoyed dramatic improvement over the past decade. Since the last Self-Study, the College has experienced robust growth in both enrollment and selectivity. Its financial status has improved dramatically, and it has accumulated reserves sufficient to sustain institutional improvement despite a loss of \$6 million in state support. Delhi was the first campus in the SUNY system to complete the capital master planning process, and the College's physical plant has benefitted from millions in spending for capital construction and renovation. Delhi also embraced recommendations to better integrate budgeting, planning and governance. Presently, the College has a Strategic Plan with objectives that are the foundation for the work of the Cabinet and the College's budget and planning committee. Further, attention devoted to outcomes assessment, new educational initiatives and retention issues have resulted in tangible advances in each area.

Since the 2007 Periodic Review Report, the College has extended programs to a branch campus and extension sites that now enroll a substantial number of students. Several programs have gained regional or national accolades. Delhi's online BSN program has gained national attention and acclaim since its inception in 2008 and now enrolls 425 students. Campus morale is strong and the academic and experiential credentials of its faculty and staff have risen significantly. The College has adopted a greatly enhanced program of planning and assessment that continues to be the focus of campus-wide attention. The College streamlined its administrative structure to save money and offered retirement incentives that generated savings but require more work of faculty and staff. Most recently, organizational restructurings mandated by SUNY are taking shape in the form of a new alliance with SUNY Cobleskill with the goal of producing administrative savings.

This Self-Study examines the many changes at Delhi. As a relatively small school within a large state university system, SUNY Delhi is not immune from the trends affecting higher education and New York State's financial situation. However, in its response to these trends, Delhi has clearly become a leader in SUNY. Delhi has been successful in finding its niche—absolutely imperative in this educational market. The College adjusted to the budgetary and demographic downturns of the 1990s to become a college with a larger, better prepared and more diverse student body. As a result, SUNY Delhi is now both more selective and more respected. Despite the improvements made during the past decade, however, challenges remain for SUNY Delhi. Among these challenges are managing technology, attracting resources to support needy students and costly programs, and more adeptly gauging educational outcomes and college-wide accomplishments amidst closer external scrutiny.

This Middle States Reaccreditation Self-Study comes at a propitious time for the College. In light of the changes experienced at SUNY Delhi, the Steering Committee selected a comprehensive approach to the Self-Study that gives special emphasis to online and off-site learning. The Steering Committee found that the issues and questions raised in these areas are particularly important to the future of the College. The resulting report reflects an institution that is making measurable and dramatic improvements in many areas, though not all of these efforts have been fully implemented, monitored, and assessed.

Overall, we find SUNY Delhi to be an institution with faculty and staff that, in the last decade, has made important strides in establishing and implementing a plan of action with the support of a capable and imaginative administration. The College has identified new opportunities and does many

things well. It is, however, attempting to do many things at once, which raises some “big” questions: What does it mean to be a “college of technology”? How can SUNY Delhi ensure the quality of its academic programs online and at the extension sites and branch campus locations? Will these programs compete for resources that currently support Delhi’s traditional offerings? How might the College attain a somewhat different enrollment mix, one that more fully supports its improved academic culture? The succeeding pages suggest that the College is focusing its energies on evaluating the results of its recent initiatives and invigorating the support structures on which quality academic programs and student services rely.

The Standards of Accreditation

We find that the College meets or exceeds the letter and spirit of the standards of accreditation. Although this in no way suggests that the College satisfies each of the standards in equal proportion, Delhi’s continuous improvement is clear. A review of the most recent results from the *Student Opinion Survey*, for example, shows steady and significant improvement both absolutely and relative to other SUNY colleges of technology.

This Self-Study demonstrates that SUNY Delhi successfully revised its mission, boosted enrollment, gradually raised its admission standards, and continues to offer a wide range of high quality services via the Office of Student Life. The continued emphasis on the addition of selected baccalaureate degrees has improved Delhi’s academic environment. The introduction, assessment and revision of a general education program has strengthened the College’s liberal arts and sciences base. The identification of clear goals and objectives for all academic programs should pave the way for the attainment of demonstrable learning outcomes. Indeed, these efforts are currently helping to foster a culture of assessment.

Delhi, like nearly all public colleges, remains an institution badly in need of resources, both financial and human. The College has coped with a loss of about \$6 million in state support. Even with these limited resources, the College has adopted programs and strategies that have largely allowed it to fulfill its ambitious agenda. Indeed, the move to online and offsite baccalaureate programs has helped support other programs at the College. The addition of new degree options will demand more of the College, and the ongoing assessment of the revised general education requirements also continues to place greater demands on an academic division that has only recently begun to reverse staffing cuts of the early 1990s. Further, the reliance on adjunct faculty to teach courses that are basic to the completion of curricular requirements warrants attention. The College must also find ways to continue to maintain and upgrade its physical facilities and technological infrastructure.

Delhi’s efforts to maximize available state support and student generated revenues will not relieve the College of the need to more aggressively seek external funds, and efforts to do so have been increasingly successful. This success is reflected in increasing support for scholarships, professional development and a robust program to improve the appearance and condition of the campus and added buildings. Nonetheless, Delhi faces challenges in gaining sufficient funds to sustain new programs, improved facilities and higher enrollments. The development of public-private partnerships, additional revenue generating services to the broader community, and the need to attract financial and in-kind gifts are among the tasks on which Delhi’s administration is most focused.

The threat to Delhi previously posed by low enrollment has certainly subsided. Reduced state support has been partially offset by fundraising, entrepreneurial programs and a recent modest increase in tuition. The campus is now more engaged in a discussion of its intended enrollment mix consistent with the smart growth plan. “Smart Growth” has been defined as: ***Data-driven decision making that optimizes the use of Delhi's facilities, technology and staff to promote managed enrollment and greater selectivity. This strategy will enhance the campus-based expansion of premier academic programs while offering a select group of degrees to place bound students studying at a distance.***

The future of the College is far brighter and more secure than it seemed just a few years ago. By virtually any measure, SUNY Delhi has shown a capacity for improvement and renewal since the 2001 Self-Study and the subsequent Periodic Review Report.

The College is now contending with the challenges posed by a need to balance growth with sustaining quality. Consequently, this Self-Study does not simply examine the College at a specific point in time, but it emphasizes Delhi's capacity to make changes that favor its ability to compete and excel in the higher education market. Toward this end, the Self-Study makes numerous recommendations. In all instances, these recommendations reflect the Steering Committee's confidence that Delhi has strengthened itself since the periodic review and remains poised for a period of continued improvement and growth.

Chapter 1—Mission, Planning, and Creating a Vision for the Future

Standards 1, 2, 7: Mission and Goals; Planning, Resource Allocation, and Institutional Renewal; Institutional Assessment

The mission, planning, and assessment practices of SUNY Delhi highlight an institution that prides itself on meticulous planning, strategic innovation, and substantial growth.

The 2001 Institutional Self-Study discussed how Delhi altered its mission in response to external institutional threats, enrollment problems, and loss of state support. As a result, Delhi developed a number of niche baccalaureate programs in traditional areas of strength, such as Hospitality Management, Nursing, Construction Management, Architectural Technology, and Veterinary Technology. The College also continued to emphasize small class size, individual attention, and higher selectivity. Additionally, the College addressed stagnant enrollment in certain programs and identified a need to better focus on growth and improved student retention.

The 2007 Periodic Review Report noted that SUNY Delhi had made significant progress in fulfilling goals from its 2001 Institutional Self-Study. This included substantial enrollment growth, increased selectivity and retention, improved assessment, the addition of a uniform online course syllabus, increased resources, improved satisfaction among students, advances in online programming, improved facilities, a comprehensive budget and planning process, and greater state and regional recognition.

Mission and Goals

In 2001, a working group revised the mission statement and circulated a draft to the campus, the College Senate, Administration, and the College Council, which ultimately approved the revisions. Changes to the mission at that time emphasized the residential nature of the College and the integration of education and experiential learning within and beyond the classroom (see Appendix 1-1). A similar process occurred with the current Self-Study process and a revised mission statement has recently been adopted by the College, effective Fall 2011. The new Statement of Mission is followed by clear institutional goals and a statement of organizational values:

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

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

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

- ***Engage Students for Success by***
 - *creating a student-centered campus community in which all individuals are valued and diversity is embraced;*

- *providing opportunities in classrooms, residence halls, and campus activities for students to realize their personal, intellectual and professional goals.*
- ***Achieve Academic Excellence by***
 - *emphasizing hands-on, experiential, and applied teaching and learning in small classes;*
 - *defining rigorous academic and professional standards of learning and assessing the extent to which programs and students meet or exceed these standards;*
 - *supporting scholarship and intellectual creativity.*
- ***Sustain Educational Innovation by***
 - *supporting scholarly and creative activities and engaging in continuous professional development;*
 - *delivering programs that overcome geographic barriers and provide students maximum flexibility in pursuing their degrees, through technology and inter-campus collaboration.*
- ***Build Strategic Partnerships by***
 - *encouraging the development and expansion of internships and service learning opportunities;*
 - *assisting with local and state economic development efforts by forging stronger extensive ties with the private and non-profit sectors.*
- ***Promote Environmental Stewardship by***
 - *reducing the campus carbon footprint by applying alternative energy options wherever practical;*
 - *teaching and promoting sustainable practices across the campus community.*
- ***Accomplish Service Excellence and Operational Efficiencies by***
 - *continuously improving the quality of academic, administrative and support services through a focus on student needs and the application of technology;*
 - *ensuring Delhi's stature as a student-centered college in which all individuals are respected, valued and encouraged to excel.*

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

At the statewide level, the SUNY system, under the leadership of Chancellor Nancy Zimpher, embarked on a comprehensive statewide strategic planning process over the 2009-2010 academic year, culminating in the unveiling of *The Power of SUNY*, an ambitious new Strategic Plan for the entire system. The SUNY Delhi administrative leadership followed SUNY's lead by linking Delhi's established goals to the new SUNY Strategic Plan. SUNY Delhi developed an updated Strategic Plan in February 2010 entitled *SUNY Delhi's Second Century Plan 2010-2015: A Great Place to Learn, Work and Live* (see Appendix 1-2). The College also produced a document entitled *Strategic Plan Crosswalk* (see Appendix 1-3), which aims to demonstrate the link between the SUNY Strategic Plan and that of SUNY Delhi. The Cabinet created and disseminated a Strategic Plan Status Report for 2010-11 addressing the progress in meeting the plan's goals (see Appendix 1-4).

The mission and strategic goals of SUNY Delhi are clearly defined and easily accessible via print documents and the College website. The mission, institutional goals and organizational values are congruent and guide decisions related to program and curriculum development, planning, and resource allocation. As the record shows, the mission statement is re-examined periodically. Our success in fulfilling this mission will be demonstrated through implementation of our Strategic Plan.

Individual units and departments at the College have mission statements that support the overall College mission. Examples of department mission statements that clearly reflect congruency with SUNY Delhi's mission/goals are:

- Student Activities: "The mission of the Office of Student Activities is to enhance student life at SUNY Delhi through the provision of social, educational, cultural, and recreational and entertainment programming outside of the classroom experience. This mission includes providing opportunities for community service, leadership training and experience, off-campus trips, and the coordination, planning and presentation of after-hours programming on campus."
- Office of Training and Business Recruitment: "The mission of the Office of Training and Business Recruitment is to provide high-quality non-credit training programs and services to business and community users to enhance economic development and personal enrichment and to provide indirect support and funding for campus projects. The office provides training to local community members and businesses, works with local and statewide economic development organizations such as the Office of Employment and Training, Department of Social Services....CSEA, Department of Environmental Conservation and the Onsite Wastewater Training Network (OTN) to assist with development and training of new and existing businesses. The Office of Training and Business Recruitment coordinates summer camps and conferences."
- Nursing (ADN) Program: "The mission of the SUNY Delhi Nursing Program is to provide quality nursing education that prepares students as licensed practical and registered nurses with civic responsibility, who will contribute toward employment demands in the healthcare community."

Strengths

- While the previous mission statement and institutional goals served the College well over the last decade, the goals and values statement did not fully reflect growth in online and off-site programs. While specific goals focused predominantly on traditional residential students, the College was asked to consider how similar goals can be achieved with off-site or online students. This discussion has begun and the College mission has been updated.
- In regard to "support of scholarly and creative activity" on the part of faculty and staff, while the College does support such activity, previous statements of mission, goals and values did not emphasize this important function. This has been remedied.
- 2011-2012 unit plans (created Summer 2010) included a requirement for each unit to state or create a mission statement.
- A number of departments and academic divisions' missions are accessible and congruent with the College's mission and goals. The Student Life Division and the School of Nursing may be used as models to assist units with developing or revising their mission statement.

Challenges

- The College will need to balance its place as a predominantly residential college emphasizing small classes and hands-on education with the pressures to monitor, expand and improve innovative programs delivered in less traditional settings.

- Unit missions are reflected in unit plans but some are not accessible via the College website.
- Some departmental missions are not entirely congruent with the College mission and mission statements for some academic divisions were difficult to access.

Recommendation for Improvement

- All departments, including academic divisions, should review their specific missions to ensure congruency with the College's mission statement and goals. Individual unit or department mission statements should be more readily accessible via the web.

Planning, Resource Allocation, and Institutional Renewal

The planning process at SUNY Delhi is clear and has markedly improved over the past decade. Each account administrator works closely with the Chief Financial Officer to develop departmental budgets. Normally, the budget from the previous year is used as a template for budget development. Significant new requests are addressed in the Unit Plan during the Budget and Planning process, which occurs each fall and culminates with the president's planning retreat in January.

The Budget and Planning Committee, reporting to the College Senate, is a response to the 2001 Middle States Self-Study recommendation for broader campus-based budgeting and planning. The Budget and Planning process was developed in 2002 to facilitate transparency, allow the entire campus to participate, and reflect the College's commitment to campus-wide governance. Below is a description of this process and its timeline:

- The Budget and Planning Committee (BPC) is a broadly representative group that provides annual budgeting and planning recommendations to the Cabinet. Membership consists of 12 individuals representing each of the following areas: Computer Information Systems, Facilities, a Cabinet liaison, the CFO's office, Student Life, the College Association at Delhi, Inc., CSEA, Academic Divisions, and the Resnick Library and Learning Center.
- The Committee's recommendations are driven by input from every campus unit through annual unit plans. The BPC assists the President and the Cabinet annually in setting priorities and allocating resources.
- Members of the BPC are selected by the College Senate to ensure a fair representation across campus. The members primary responsibility is to represent functional areas of campus, attend BPC meetings regularly, communicate through Confluence (an internet wiki), mentor units in preparing solid unit plans, analyze campus unit plans, interview units to provide clarity in the plans, write reports, support BPC at campus forums, serve on sub-groups as needed, and assume the position of co-chair on a rotational basis.
- During the spring semester, the Committee meets to review and revise the previous year's unit plan template and questions, review the President's response to the previous year's Annual Report, and determine current year priorities.
- In late spring, the unit plan template (see Appendix 1-5) is released to campus units via Confluence. Committee members provide workshops during early summer to guide unit heads and the campus in understanding the process and in completing the unit plans.

- Faculty, staff, and administrators in each unit develop a comprehensive plan for the future academic year. The plan includes short- and long-term unit goals that reflect the College's Strategic Plan, a description of how proposed initiatives will affect other units on campus, and budgetary and personnel requests. Finalized unit plans are submitted on Confluence.
- The BPC reviews all unit plans and summarizes common requests. The Committee develops questions and areas of concern to address during unit interviews (which explore common themes and quantify all personnel and resource requests).
- Unit interviews lead to a modified unit plan.
- A final prioritized report that summarizes resource requests, unit goals, retention strategies, campus needs, and challenges is developed and submitted to the President and Cabinet for the January Retreat. The Cabinet priorities are commonly drawn from those identified by the BPC. For example, in 2011 the Cabinet adopted the Committee's prioritized list of new or replacement positions (a mid-year budget cut forced the College to modify these priorities).
- In February, the President and Cabinet issue a response to the BPC regarding allocations for the following year. The Committee then provides a final report to the College Senate and to the unit heads.
- Unit heads and College Senators then disseminate the report and implement changes in accordance with the decisions of the President's Cabinet.

The Budget and Planning process is well established and has wide campus buy-in. Shortcomings occur when the process is bypassed. This occurs when:

- Unit plans are developed without input from faculty and staff members of that unit;
- Units do not consult other units to understand the impact of their plans;
- Units propose ideas rather than actual plans; and
- Decisions on campus are made outside the Budget and Planning process. At times, this is due to timing of available resources or emergency needs of the campus, but in other instances, the planning process is circumvented.

The greatest challenges to planning at SUNY Delhi have occurred with online and off-site programs. The College has adequately developed quality academic components of these new programs, but has sometimes failed to anticipate other issues, such as integration of online students and staff in campus activities and the reconciliation of conflicting policies with programs housed at other institutions. Given the nature of some of these new programs, it would be unreasonable to expect an entirely smooth implementation and the College has responded to unforeseen needs as they have arisen. In developing additional new programs, especially those delivered through non-traditional means, the College can now take advantage of hindsight to anticipate future challenges.

Though this has been a time of rapid online and off-campus growth, SUNY Delhi has not lost its focus on traditional students and the Delhi campus itself. Current students report a high degree of satisfaction with our structure as a residential college. The College needs to maintain its reputation in its current high profile credible programs. The College should focus on its "smart growth" strategy in developing and maintaining programs, centering on building recognized programs that can be expanded or replicated without a proportionate increase in costs. Without such a strategy, additional enrollment growth will tax already strained resources.

All new academic programs undergo extensive, rigorous campus, SUNY and SED review processes. Each level of review includes a complete curricular proposal. At the SUNY level, proposals require data on projected enrollment and staffing and a budget plan that includes staff, library, equipment and other costs. Proposals that necessitate a master plan amendment require external team visits. For example, a comprehensive business plan was developed for the BSN program that reflects incremental enrollment growth and a projection of corresponding costs and revenues. A comparable approach was also taken in creating the Criminal Justice program at Schenectady County Community College. Over time, the CJ program may well exceed initial enrollment projections. It was specifically identified as a best practice at the meeting of SUNY's trustees academic affairs committee. In this instance, the process from proposal through review, approval, and implementation took approximately three years.

Although the planning process generally functions well, transparency is not uniform across all units. The lack of transparency is largely due to a lack of forums to share assessment data and improvement results easily across the campus community. An exception to this is the Provost's Annual Assessment Report, a 5-10 page memo outlining results of student learning outcomes, program self-studies, retention and graduation rates, etc., which is distributed electronically to faculty and academic staff. Recently, a lengthy Strategic Plan Status Report was released to the campus community. Unfortunately, the current Strategic Plan was developed quickly and without significant campus input because of a SUNY request to link campus strategic plans to *The Power of SUNY* plan within a very short time period.

Strengths

- The College has in place a formal planning process that engages many individuals who broadly represent campus constituencies. Planning and implementation remains dynamic, as evidenced by the number of new programs and facilities created since our last Self-Study.
- Despite the large and recurring budget cuts SUNY has seen from the state of New York over the last several years, SUNY Delhi has not suffered to the same degree as some other campuses. This is clearly due to solid foresight and financial planning.
- A new ten-year Master Facilities Plan has been developed and is being enacted.
- Delhi's alignment with the new SUNY Strategic Plan will allow the College to capitalize on and support SUNY's forward thinking leadership.
- Consistent with College priorities and planning, enrollment has increased dramatically and selectivity has increased.
- The President and Cabinet members have focused heavily on open communication and transparency in regard to campus planning in recent years. In particular, they have begun a series of activities, ranging from coffee hour discussions and lunch with the Cabinet to formal budget updates, faculty meetings, and the implementation of the new common hour.

Challenges

- Lack of consistent transparency and inclusion of the campus community in planning.
- Limited collaboration within and between departments in the unit planning process.

- Balancing the College's residential interests with expanding off-site and online programs.
- Lack of understanding by the campus community of the program planning process.

Recommendations for Improvement

- Ensure a broad campus-wide discussion in planning. Documents such as unit plans and the College's Strategic Plan should be formulated through greater collaboration than sometimes occurs. The College should also create a practice that more reliably documents evidence of collaboration. This goal could be achieved through the re-establishment of a campus-wide Strategic Planning Team that could include input from all areas of the campus on long term campus planning.
- "Smart growth" should become a College standard in developing new programs. Confusion across campus regarding the misinterpretation of "smart growth" and the process for program approval should also be addressed through campus forums.

Institutional Effectiveness

SUNY Delhi is committed to institutional assessment and continuous improvement. Planning, budgeting and institutional assessment are tied to the Strategic Plan. The goals of this plan are to be used in the completion of the unit plans and in the Cabinet members' efforts to track the effectiveness of their functional areas. Based on unit plans and the priorities that emerge from the annual (January) Cabinet retreat, the President's and Cabinet's decisions are reported to the campus and the BPC. The chief financial officer ensures that funding is available to carry out these prioritized decisions.

The importance of institutional effectiveness is reflected in the College's planning process. The strategic vision of the campus is articulated by the President and communicated through the BPC, the Cabinet, multiple forums, and College electronic sites.

Use of Assessment Results in Planning

Assessment results are used to update the campus-wide goals and, together with the mission and values statement, drive performance expectations for departments and individuals. The Cabinet members' *Inventory of Assessment Activities* summarizes and illustrates this process (see Appendix 1-6). Each inventory includes departmental goals, unit goals, and objectives tied directly to an identified Delhi Strategic Plan attribute; the type of assessment tool used to measure each goal or objective; assessment cycle schedule along with the most recent completed measurement and next expected date; and outcome of each stated goal or objective (see Appendix 1-6 for Advancement and Student Life as good examples). Several units use peer comparisons and benchmarks to identify areas of possible improvement.

Academic Programs and Services, through the Provost, provides the campus community an annual summary of academic assessment activities and results and monitors the periodic program reviews conducted at five-year intervals by all academic programs. The Provost also supports semi-annual

best practices in teaching workshops and monitors compliance with the university's general education program.

Organization and Sharing of Assessment Activities

In general, units organize their assessment activities around annual department goals aligned with campus strategic initiatives, the expectations of accreditation agencies, or SUNY mandates. Campus surveys, such as the triennial *Student Opinion Survey*, are broadly coordinated and results are shared and tracked through the appropriate Cabinet representative. Larger planning documents, such as the Facilities Master Plan, involve representative groups on campus and results are shared broadly through open forums and presentations (posted to the campus website).

The schedule for academic program reviews (assessment of the major) is maintained in the Office of the Provost. Programs with an assessment or self-study scheduled by outside accreditation bodies generally include extensive coordination with campus offices when needing specific data. For example, academic divisions conducting program reviews frequently consult with the staff of Records and Registration, the Resnick Library, and Career Services to support pertinent sections of their self-studies (retention, graduation rates, job placement, library budget, instruction, etc.). Accreditation teams routinely meet with other groups on campus during site visits: student groups, Registrar, Library, Learning Center, etc. Program reviews are now forwarded to the Assessment Committee for review.

Some units coordinate student surveys with other groups on campus. Counseling and Health Services solicits feedback from the campus community to improve Orientation programs; Residence Life works with the Veterinary Science Technology Department to evaluate the Living/Learning community in DuBois Hall; the Resnick Library and Computer Information Services partnered to develop new technology questions for the latest *Student Opinion Survey*.

Documentation of assessment practices and archiving of pertinent data has typically been left to each unit. As a result of growing campus-wide attention to the importance of data and documentation, the creation of the document repository with a protocol for naming and archiving documents has resulted in a more systematic process for distributing common data, documents and reports. Many documents are available within the Library Archive (self-studies, accreditation reports, strategic plans, master plans, program reviews and SUNY reports). Other studies and files reside in specific offices, such as personnel and payroll records in Human Resources, College Council reports on the President's office website, and program reviews archived in the Provost's office.

Historically, assessment results are shared with the campus community through such vehicles as the President's annual report and semi-annual forums, the College Council reports, the Provost's regular campus updates and Annual Report on Assessment (see Appendix 1-7). Periodic reports from Program Reviews, self-studies, and highlighting results and plans for the future are publicized through the Provost's monthly update and *Delhi Today*. The newly created Strategic Plan Status Report includes results from a number of assessments.

Valuing Assessment

Programs that utilize strong assessment programs and can demonstrate positive outcomes are more likely to be considered for additional resources. For example, the O'Connor Center for Community

Engagement and the Freshman Seminar program received additional resources based on strong, quality outcomes. The Freshman Seminar initiative has been routinely assessed. Data suggest the Seminar course aids retention and student academic performance (see Chapter Two).

Further, Cabinet members conduct a detailed review of the *Student Opinion Survey* results and are charged by the President with addressing areas in which SUNY Delhi falls markedly below the norms of comparable institutions and the SUNY-wide averages. An example is the 2009 *Student Opinion Survey* results in the area of sexual assault prevention programming. The Vice President for Student Life was charged with making improvements in this area and a number of initiatives were undertaken in 2010 and 2011. Evaluation of these efforts has occurred and it is expected that the College will see improvements to these scores on the 2012 *Student Opinion Survey*.

In the last academic year, the College funded two workshops highlighting classroom best practices and supported the first college-wide assessment days to conclude the academic year. Similarly, the Cabinet reviews the results of *The Chronicle of Higher Education's Best Colleges to Work For* survey and attempts to address areas that seem to warrant attention and improvement. Faculty and professional staff members who embrace the campus Strategic Plan and the focus on assessment are rewarded through the annual professional staff evaluation and discretionary salary processes.

Institutional assessment, ultimately the responsibility of the President and Cabinet members, is further supported through policy and governance structures. The College Senate and many of its committees play an active role in monitoring institutional assessment. Campus committees, such as the Alcohol and Other Drug Prevention Task Force and the Green Team, also play an indirect role in governing assessment activities. A list of campus committees can be located on the [President's web site](#).

A significant number of units across campus perform some type of regular assessment process. However, consistent formal documentation of these activities is sometimes lacking. Some units, such as the Resnick Library and Enrollment Services, use assessment results to determine the focus of financial resources ensuring limited funding is directed to achieve the greatest results for the best value. In other units, assessment is less a priority because it is not inherent in the course of normal daily operations. For example, some functional areas, such as Grounds and University Police, are focused on day-to-day operations and may be more challenged to engage in assessment activities.

Continuous Improvement – Closing the Loop

The College regularly reviews its assessment practices and uses results for quality improvement. The President is ultimately responsible for ensuring that campus assessment practices are effective.

Cabinet members conduct an Inventory of Assessment Activities for their respective areas (see Appendix 1-6). The inventories specify assessment cycles, objectives and goals, and outcomes in relation to the Strategic Plan goals. Through this system, assessment practices are regularly reviewed, further refined, and adapted. Each year, the President establishes timetables for presentation of assessment programs for scheduled areas at her bi-annual retreats.

Given the focus on institutional advancement, the Strategic Plan is increasingly used as a central document in linking planning, implementation, assessment, and improvement. The success of the

College in linking assessment and implementation to address a college-wide need is perhaps most easily understood in terms of the process of opening the new Farrell Student and Community Center in August 2010:

- A preliminary assessment of student, campus, and community needs began as early as 1998, and was regularly revised and revisited over the long term planning of this project.
- Phase 1 included the development and opening of the Clark Field House in 2004.
- Throughout 2005-08, more in-depth study and analyses occurred with the architects who were chosen for the project. Every aspect of campus life was considered.
- Surge space was carefully and efficiently created, and Farrell Hall was closed in January 2009 for an 18-month period. During this time, there were frequent meetings involving various constituencies.
- With the opening of the new \$20 million Farrell Student and Community Center for the start of the Fall 2010 semester, the ongoing assessment practices now center around evaluating hours of operation, custodial needs, and usage of the various facilities.

Other institutional assessment examples include the College's systematic Residence Life planning process. Given the high occupancy rates of the last decade, the College has incrementally increased housing through a number of expansions that have been cost-effective, well planned and executed. Students played vital roles by participating in surveys, focus groups, on committees, and articulating their preferences for new construction. Students have been involved in planning for renovations to the residence halls, and their feedback has been vital in decision making regarding new laundry and bathroom improvements, lighting, and technology upgrades.

The College has also achieved vast facilities improvements largely as a result of thorough planning, extensive use of data, and a clear ability to implement its plans to add to and improve. Delhi was the first SUNY campus to complete a facilities master planning process, including students and staff in gaining input and establishing priorities. Similar efforts have led to the addition of new residence halls and the improvement of existing halls and other buildings.

Another example of the evolution of campus assessment practices can be seen with academic computing services. Through comprehensive studies of usage, hours of operation, and user surveys, the campus leadership determined that it would be more efficient and cost effective to move student computer labs to a centralized location in the Resnick Library. A thorough, ongoing assessment of hours of use, services rendered and staffing have helped make positive changes to the new computing area of the Library. This resulted in the relocation of academic computing from an academic building to the Library and allowed for more classroom space and better computer service in the new Wickham Learning Commons.

Other examples of the natural outgrowth and evolution of assessment include the study of services needed for Delhi's ever growing population of online students, new tools to evaluate alumni engagement through social networking sites and Google analytics, and the development of new programming models to meet ever changing student needs (such as the Office of Residence Life's new "SPACE" RA programming model designed to support retention by encouraging RAs to program more intentionally around the categories of Sustainability, Physical Wellness, Academic Success, Cultural Awareness and Entertainment/Recreation). All of this points to a campus that is proactive in reviewing and using its assessment practices.

Academic programs, particularly those with external accreditation, have been deliberate in using assessment results. Recently, the Construction Technology program received a commendation from its accrediting agency for the improvements resulting from the last review. In 2008, the Liberal Arts and Sciences Division prepared a Closing the Loop document regarding general education and related activity (see Appendix 1-8). It was submitted to and accepted by SUNY. In the document, faculty summarized changes they had made as a result of academic assessment. It identifies changes in texts, changes in methods of examination, making outcomes and expectations more explicit, revamping developmental math, and a revamping of the division's assessment of critical thinking skills.

The College, as a whole, is highly focused on improvement and growth. These have been consistent themes since the 2001 Self-Study and the 2007 Periodic Review Report. From 2001-2010, enrollment at the College has increased from 2,251 to 3,331 (see Appendix 1-9) with gradual and consistent improvement in the quality of applicants and programs and notable improvement in retention and graduation rates. Since Fall 2005 retention rates for first-time, full-time freshmen have increased from 56.88% to 65.17% while acceptance rates have fallen from 70.4% to 55.1%. Data from SUNY indicate that Delhi's associate degree retention rates exceed national and sector averages. University data also demonstrate that SUNY Delhi achieved one of the highest ratings among Colleges of Technology for student success (persistence, graduations, transfers).

Strengths

- The new assessment website (which went live in August 2011) contains standardized, descriptive data such as graduation rates, demographic information, program information and assessment materials to improve the sharing of results and to enhance campus-wide research, program reviews, and grant proposals. A faculty member was given extra service compensation to create this college-wide website. The site will centralize all assessment activities and data for the campus, including an assessment calendar to help organize assessment activities on campus.
- If existing data and research become more easily accessible as recommended above, there is benefits for grants development. For example, the *Student Opinion Survey* data can be studied more closely in terms of variables such as gender, race, student type or year, commuters, or academic major. Furthermore, there are other types of campus-wide data that are currently collected that could be studied more thoroughly such as enrollment data, first generation college students, EOP outcomes, academic progress and retention data, Freshman Seminar outcomes, Greek Life data, co-curricular data, technology user data, etc. It would be advantageous if further study could be conducted by faculty members along with students in their classes or student assistants.
- The College continues to sponsor regular faculty and staff training sessions conducted by in-house and external experts, and to hold best practice roundtable discussions to share ideas and expertise to improve overall formal training for members of the campus community.
- A cross-functional Assessment Committee was formed in September 2010 to help coordinate and promote assessment activities across campus. The 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" (see Appendix 1-10).

- A variety of assessment measures are used across campus and regular efforts are made to implement changes based on assessment results.
- Under the coordination of the Provost and Assessment Committee, a two day-long series of workshops on assessment and student learning outcomes was organized and attended by most faculty members in the spring of 2011. Two additional assessment days were conducted in January 2012.
- A newly revised Uniform Course Syllabus was created through feedback from the workshop participants. This will more clearly articulate the student learning outcomes for each course.
- A new, centralized document repository process was initiated in January 2011. The process requires all departments to submit any assessment or planning documents (program reviews, accreditation self-studies, user surveys, etc.) to a central repository managed by the Resnick Library. The Library established a physical archive of documents with the 2001 Middle States Self-Study. This has been expanded to include a digital repository on Confluence. Restrictions on access will be noted where appropriate. A plan for sharing and distribution of these data and documents with the campus community will be developed, but at a minimum, documents will be searchable through the library's catalog and the Common Repository directory on Confluence.

Challenges

- Because each Cabinet member is responsible for managing assessment for their units, noticeable inconsistencies do exist. Units with strong, well-documented assessment practices seem to be under Cabinet members who make it a priority. While the President has clearly established assessment as a campus priority, this value is expressed in various forms throughout the organization and variability is due to prioritization, staff expertise, and the effects of limited human and budgetary resources.
- Although individuals or groups are generally assigned responsibility for changes and/or improvements in College programs, procedures and policies, there is no documentation regarding the "assurance of accountability." This is understandable to some extent because personnel issues are generally confidential and because performance evaluations are most often holistic and influenced by a wide range of factors. However, if the College community is to feel confident that all employees are accountable for assessment activities for which they are responsible, the College might want to consider options for making accountability more transparent.
- The campus has lacked an institutional research position to assist with analysis and interpretation of data.
- A centralized repository for assessment data has been lacking, though efforts are currently being made to address this need.
- There is a need for greater coordination and leadership of assessment activities for both academic and non-academic areas that includes a formal assessment calendar, standardized formats or templates for reporting on and sharing assessment practices, and sponsoring and leading training sessions. In light of this, the College has instituted an Assessment Committee, which began its work last year.
- The importance of evaluation and assessment needs to be more explicit at all levels of the institution from individual job descriptions, performance programs and evaluations, to department and division mission statements, goals, and objectives to annual reports of

achievements. For example, “Engage in assessment and continuous improvement practices” is already included in many performance programs and job descriptions. This could be included in the performance programs of all employees. There may be a need to improve and standardize annual reporting processes by departments and individuals as they relate first to the President’s Program of Work and now to the College’s Strategic Plan.

- Assessment of outcomes of Delhi graduates is uneven and varies widely by academic

Technology and Nursing conduct employer and alumni surveys. This is an area that could yield useful and longitudinal data for all aspects of the College and is an area that warrants further attention. For example, studies could be conducted to assess the perceived value by alumni of out-of-the-classroom experiences and the role they played in their development.

- There are some units where assessment has been conducted but may not be well documented or utilized. Documentation needs to include how outcomes are utilized for program improvement.

Recommendations for Improvement

- Add an institutional research position.

within this repository, and plan future workshops on documenting assessment and proper utilization of the new Document Repository to sustain the process as Delhi moves forward.

- Create greater coordination and leadership of assessment activities for both academic and non-academic areas.
- Continue to sponsor regular faculty and staff assessment training sessions and strengthen assessment expectations for employees and departments.
- Revise annual report template to include performance as it relates to the Strategic Plan.

Conclusion

SUNY Delhi benefitted greatly from its last self-study process. Subsequent to the 2001 study, Delhi took decisive steps to establish a campus-wide planning process that clearly engages the campus and dedicates resources to the priorities established via the planning process. The College adopted a more appropriate and useful statement of mission and goals and more recently adopted a Strategic Plan infusing the planning process and largely reflecting key priorities as identified in the 2007 Periodic Review Report. At virtually all levels (academics, student life, capital facilities and beyond) the College has made better use of data to improve its programs, services and facilities. In addition, measurable data clearly reflect that SUNY Delhi has become more prosperous, more selective and more focused on assessing and developing quality academic programs and student services. Its infrastructure—residential, academic and extracurricular—continues to be upgraded at a pace not seen in the College’s recent past. On balance, Delhi has experienced qualitative and quantitative growth in recent years and has a clear vision for its second century.

Chapter 2—Education at Delhi: Developing Clear Thinkers and Productive Citizens

Standards 11, 12, 13 and 14: Educational Offerings, General Education, Related Educational Activities, and the Assessment of Student Learning

Over the past decade, SUNY Delhi has made impressive progress on the recommendations addressing educational offerings, general education and assessment, and other related activities. In 2001, the College was still developing a plan for assessing its general education curriculum; it had no regular, ongoing, systematic or centralized collection of outcomes data; course syllabi were not uniform; academic program reviews were of uneven quality and depth; and developmental courses were ineffective. As the *2007 Periodic Review Report* attests, SUNY Delhi's faculty and administration have worked steadily to address these concerns. Though some progress remains to be made, the College is without question in a much better position in this area in 2011.

The major educational issues outlined in past reviews were:

- In 2001, Delhi's applied technologies and pre-professional programs were acknowledged to be more systematic and explicit in assessing student learning outcomes than the liberal arts and business programs.
- Learning objectives for all academic programs had recently been articulated.
- The College was in the process of working to satisfy a University-wide mandate to develop a plan for assessing the learning outcomes of its general education curriculum.
- The Middle States visitation team noted that program review reports were inconsistent in their use of outcomes data. There was no uniformity in course syllabi information; the quality of academic program reviews was inconsistent.
- The visitation team also cited the College for having "no regular, ongoing, systematic or centralized collection of outcomes data," and recommended that a single individual or office be made responsible for bringing about and overseeing the institution's mission-envisioned 'culture of assessment.'
- The process of future curriculum and academic program planning was not adequate; and the development of new curricula and programs needed to be based on ongoing need, enrollment, and relevance to the College mission.
- Remedial and developmental courses were not very effective.
- The level of faculty involvement in the development of new program options was low.
- The strategy for development of new programs and elimination of ineffective ones was unclear.
- The College had just begun implementation of internships related to specific curriculum and program offerings.
- The College proposed to remedy its uneven history of outcomes assessment by making assessment an ongoing component of campus self-improvement efforts.
- By the *2007 Periodic Review Report*, Delhi had successfully carried out the State University's general education mandate, and a general education program with a strong outcomes assessment component had been in place for five years.

- The College had recently instituted a strengthened program for assessing student learning within the major.

All of these areas are addressed in this chapter. Without exception, Delhi has made impressive progress in addressing these recommendations. In the interim between the composition of the working group reports and the writing of the self-study, Delhi has proactively begun to address some of the most important areas identified as concerns. This suggests a sea-change in the culture of the SUNY Delhi campus with respect to educational and programmatic assessment: we recognize that the value of an institutional self-study is not just in the production of a final product, but also in the process of identifying areas of strength and areas of concern. Where our inquiry has suggested clear avenues of action, Delhi has begun to take that action.

Educational Offerings

Founded in 1913, the mission of the State University of New York at Delhi during the last decade has been 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.” In 2011, the mission and institutional goals addressed in Chapter 1 were revised to reflect growth in online and off-campus programs. Curricular and programmatic goals are consistent with the College mission and institutional goals.

The College offers advancement through its degree programs, allowing students to pursue a higher degree if so desired. SUNY Delhi has experienced tremendous growth over the past decade, reaching a record enrollment of over 3,100 students for the Fall 2011 semester. Delhi has carved a unique niche in higher education, offering more than 40 associate degree programs and 13 distinctive baccalaureate programs. In 2010, SUNY Delhi was ranked among the Top 45 Colleges in the Northeast, according to the *U.S. News and World Report Guide to America’s Best Colleges*.

SUNY Delhi started as an agricultural and technical college with certificates and two-year degrees, focusing on preparing students for the workforce. As the College has grown, it has developed four-year programs to meet the changing demands of our students and the workforce. Currently, SUNY Delhi boasts flagship programs in Nursing, Veterinary Science, Golf Course Management, Culinary Arts, and Hospitality. SUNY Delhi is offering and expanding programs online and off-campus at Schenectady County, Onondaga, Tompkins Cortland, Suffolk, and Monroe Community Colleges.

The academic programs at SUNY Delhi are housed within three academic divisions: Liberal Arts and Sciences; Business and Hospitality; and Applied Sciences and Technology. Within each division are several academic programs that offer a variety of two- and four-year degree programs. A complete list of these programs is available in the College Catalog and on the website.

The wide range of academic programs at SUNY Delhi provides students with a number of educational and career-oriented options. For example, automotive students can choose from fully accredited, collegiate-level programs with National Automotive Technicians Educational Foundation (NATEF) and National Institute for Automotive Service Excellence (ASE) Certification. Architecture and Construction students can move seamlessly from the AAS to the BT degree. Nursing students can enter the workforce directly after earning a certificate as an LPN, complete the AAS degree program, take the RN-NCLEX exam, and continue into the online RN-to-BSN program. Criminal Justice students choose entry-level positions or take advantage of articulation

agreements with Hartwick College and SUNY Oneonta. Several programs at SUNY Delhi provide students with an excellent opportunity to transfer to other four-year institutions.

An important institutional goal of SUNY Delhi is to provide students with hands-on, experiential learning. The Travel and Tourism program allows students to participate in the Disney Connection which offers employment and a working/learning environment experience. Professional Golf Management students obtain experience by helping to operate and maintain Delhi's 18-hole championship golf course and pro shop. Learning experiences for students in the Automotive Certificate program are located in the automotive lab, and students enrolled in the Nursing programs care for clients at local medical facilities.

Discussions concerning program termination are data-driven and involve the faculty and academic staff. A review process identifies strengths and weaknesses, provides resources and affords stakeholders the opportunity to determine and direct improvements to avoid program elimination.

Accreditation

Defining rigorous academic and professional standards of learning is another institutional goal. A number of our academic programs have met regional, national, and specialized certification and external accreditation standards. The benefits of accreditation are understood to be the creation of public trust by ensuring established standards; accountability and credibility; high levels of professionalism; up-to-date and current practices; and a marketing tool for recruiting students and high quality faculty.

Meeting and exceeding national accreditation standards allow the College to remain competitive, maintain rigorous academic standards, and offer a high quality education in a changing world. Therefore, the College has also embarked on an ambitious expansion of external accreditations. Programs that have been accredited or seeking accreditation since the 2007 review are the Nursing Bachelor of Science, which was accredited by the NLNAC in 2010, and the Culinary Program's baccalaureate degree, which is exploring ACF accreditation. Current accreditations are documented on the Delhi website and include:

Table 2.1 **SUNY Delhi Accredited Programs**

Program	Accreditation
Construction Technology (AAS)	American Council for Construction Education (ACCE)
Culinary Arts (AAS)	American Culinary Federation (ACF)
Computer Aided Design (AAS)	American Design Drafting Association (ADDA)
Veterinary Science Technology (AAS)	American Veterinary Medical Association (AVMA)
Automotive Technology (AOS, AAS)	Automotive Service Excellence (ASE)
Automotive Technology (AOS, AAS)	National Automotive Technicians Education Foundation (NATTF)
Associate Degree Nursing (AAS) RN-to-BSN (BS)	National League for Nursing Accrediting Commission (NLNAC)

Present accreditation opportunities being considered for SUNY Delhi programs include the following:

Table 2.2 **Accreditation Opportunities**

Program	Accreditation
Construction (4-year)	American Council on Construction Education
Criminal Justice	NYS Bar Association, American Bar Association, Distance Education and Training Council
Electrical	Interstate Renewable Energy Council
Culinary Arts(BBA)	American Culinary Federation (ACF)

It is also important to ensure that curricular and program goals are published, known and understood by all stakeholders. In the past, the College relied on printed documents such as degree and course catalogs. These documents, along with the College Catalog, are now on the SUNY Delhi website at www.delhi.edu. For prospective students, the website and this link are the main sources of information. The College has made significant progress in standardizing website content that is current and accessible. While this responsibility has been managed in the past by College Relations and the Enrollment Services departments, a search is under way for a webmaster to support maintenance and website development. The College Catalog and academic policies listed on the SUNY Delhi website were recently updated; the 2012-13 Catalog is in process.

Course Syllabus

Clear articulation of student learning objectives and outcomes within course syllabi is vital. In response to a recommendation from the 2001 self-study, the College implemented use of an online uniform course syllabus (UCS—See Appendix 2-1). Beginning in Fall 2006, all faculty were required to transfer all of their course syllabi to the UCS, which enabled students, faculty, and staff to access all syllabi on the internet via Bronco web. The UCS process has recently been further updated to be more user-friendly and more accessible to faculty, staff, and students. As of the Fall 2011 semester, all syllabi are organized by year and semester, and are housed in “Vancko Hall,” our learning management system. The result is that more course syllabi are accessible, standardized, and clearly articulating learning objectives and outcomes.

New Programs and Curricula

Recent educational initiatives implemented at SUNY Delhi are consistent with the College mission, institutional goals and Strategic Plan. Delhi develops new curricula and programs based on need, enrollment, and relevance to the mission. The faculty collaborated to add several new programs to the existing educational offerings. Before exploring the expansion of these offerings, a discussion of the process of curriculum development is required. This process is collaborative and multi-layered. Development of new curricula is based on the following factors:

- Changing industry standards as observed by the faculty.
- Needs of the community/places of employment.

- Student demand.
- Technological and systems changes.
- Advisory Councils.

The impetus for development of new programs and curricula generally comes from current faculty. The additions or changes are approved by the department, the division, and the College curriculum committee.

At curriculum committee meetings, proposals are presented and voted upon. Curriculum committee members may modify the proposal in conjunction with the developer's input. The approved proposals are sent to the College Senate for approval before going to the Provost and then to the President for final approval. For new academic programs, the same steps are followed, though Cabinet approval is required before final approval is given by SUNY and the State of New York Department of Education. (For examples of this, see the long and short curriculum proposal forms in Appendix 2-2, along with an example of an approved course proposal, Appendix 2-3.)

Advisory Councils act as a source for industry contacts for students and alumni, providing feedback on current course offerings and objectives within the major. SUNY Delhi has enjoyed many benefits from the active involvement of its Advisory Councils, and their mission is three-fold: 1) to assure academic quality and program currency with industry trends; 2) to assist in recruiting students for programs and to help place them in jobs or in transfer institutions; and 3) to advocate for State support for the College and to help secure resources from private and individual sources. Several majors that are nationally accredited must adhere to national certification course guidelines, so any suggestions from their Advisory Councils must stay within those boundaries.

Since the last periodic review, the College has increased its educational offerings in several key areas. The following table shows the new programs and degrees at SUNY Delhi since 2007 (the online BSN program, first offered in January 2008, will be discussed in Chapter 6). As with existing programs, it is important to ensure that new programs are consistent with the College mission, institutional goals, and Strategic Plan.

Table 2.3 **New Programs 2007-2011**

Program	Degree	Year Implemented
RN-to-BSN	BS	January 2008
Environmental Studies	AS	August 2008
Electrical Construction	AOS	December 2008
Business & Technology Management	BBA	April 2009
Carpentry: Remodeling and Masonry	AAS	May 2009
Teacher Education Transfer	AS	August 2009
Criminal Justice at SCCC	BS	August 2011
Construction Management/Design and Build	BT	September 2011
Information Systems Auditing	BBA	September 2011

During the past decade, as reflected in the previous College Mission statement, our goal has been to provide students with a “high quality education in professional, technological, and liberal arts programs that provide students the opportunity to enter the workforce or continue their education.” Each of these types of programs is represented in the chart above. Another goal within the current College Mission is to “emphasize hands-on, experiential, and applied teaching and learning in small classes.” The AAS in Carpentry allows students to gain experience with actual construction and renovation projects. The AOS in Electrical Construction teaches students to install wiring and change electrical panels. In the Business & Technology Management program, students create websites. These work experiences give Delhi students an advantage in the job market.

SUNY Delhi’s Strategic Plan sustains educational innovation by “delivering programs that overcome geographic barriers and provide students maximum flexibility in pursuing their degrees, through technology and inter-campus collaboration.” SUNY Delhi is delivering its Criminal Justice BS program at an off-campus location, Schenectady County Community College. The online BSN program discussed in Chapter 6 also addresses this objective. The Strategic Plan also notes that the College strives to “Promote Environmental Stewardship.” The Environmental Studies program proposal states: “SUNY Delhi’s location within New York City’s Catskill Watershed, along with its existing cooperative ventures with SUNY-ESF, provides the college with an outstanding opportunity.”

The Criminal Justice program developed for Schenectady County Community College is an extension of the associate degree program in Criminal Justice currently offered on-site at SUNY Delhi. The degree in Business and Technology Management has been revised for Schenectady County and Tompkins Cortland Community College, offering students in their respective areas the opportunity to complete a business-related degree. The Environmental Studies AS degree is designed for students who wish to transfer to a four-year program. All of these programs are examples of SUNY Delhi acknowledging the needs of students and the importance of overall College enrollment.

The Liberal Arts and Sciences Division participates in the Teacher Education Transfer Program. The program was first offered in the Fall 2009 semester and allows students to earn an AS degree in Early Childhood, Childhood, or Adolescent Education, with the opportunity to complete requirements for the bachelor’s degree in a four-year teacher education program. The strong interest in the program has led SUNY Delhi to double the number of admissions to the program after the first year. This program is consistent with the goal of the Strategic Plan by “developing new and unique degree options based upon current program strengths that meet the needs of New York’s economy.”

Honors Program

SUNY Delhi’s honors program meets an integral part of the College’s mission to prepare students for successful careers, transfer to another institution, and to instill life-long learning. The intellectual rigor and multifaceted learning objectives required of an honors course prepare students to engage in higher level intellectual processes and to engage in self-directed life-long learning activities. SUNY Delhi offered its first honors course in the spring semester of 1994.

In 2008, the Provost charged the Honors Program Advisory Committee (HPAC) with creating an honors program for SUNY Delhi. Since then, faculty members have taught a variety of honors-level

courses in disciplines ranging from history to the biological sciences. There are adequate course offerings to meet the volume of students in this program. In order to develop and teach an honors course, faculty must follow the normal procedure for curriculum as well as obtain the approval of the HPAC. Honors Independent Study Courses must have an approved Independent Study Contract which includes a complete outline of course content and objectives. The student must complete a proposed project and the faculty member must indicate the objectives. Honors course offerings are consistent with the College mission.

Strengths

- Curricular and programmatic goals are consistent with the College mission and goals.
- The institution develops new educational programs that are consistent with the College mission, goals, and Strategic Plan.
- Advisory Councils are instrumental in keeping programs current with industry trends.
- Accreditation offers students programs with established national standards.
- Faculty are clearly involved in curriculum development.
- Honors course offerings are consistent with the College mission and goals.

Challenges

- Continue to maintain and develop a dynamic website that is current, accessible, and user
 - Academic programs/degree content, graphics, and images require updating.
 - Catalog degree and course descriptions are inconsistent with content in syllabi posted on Vancko Hall and need to be updated.
- Inconsistencies in the articulation of learning objectives and outcomes, as well as in the uniformity of course syllabi.

Recommendations for Improvement

- As the official publication, the SUNY Delhi website must reflect all current associate, bachelor, and certificate programs. The site should be clear and comprehensive.
- Evaluate new procedure hosting course syllabi on Vancko Hall.
- Highlight program and degree descriptions on the SUNY Delhi accreditations webpage by clearly listing degree programs and their accreditation.
- Explore more external accreditations for degree programs.
- Continue to develop and implement institutional and programmatic systematic assessment plans.

General Education

Since the 2001 Middle States Self-Study, SUNY Delhi has developed and implemented a strong University-overseen-and-approved plan for assessing student learning outcomes in ten knowledge and skills areas that constitute the SUNY General Education (GE) requirement: Mathematics,

Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, the Arts, Foreign Language, and Basic Communication.

In addition, two crucial competencies, critical thinking and information management, have been infused throughout the general education program and are also assessed. SUNY Delhi's general education plan was developed by Liberal Arts and Sciences (LA&S) faculty and approved by the College Senate in accordance with guidelines developed by the SUNY-wide GE Assessment Review (GEAR) group.

SUNY Delhi's *Assessment of Student Learning Outcomes in General Education: Campus-Based Assessment Plan* was approved in 2002 and implemented for the 2002-2003 academic year. The central feature of the plan is the identification of campus-selected measures and criteria for assessing specific student learning outcomes for the ten knowledge and skills areas and the two competencies identified above. As of 2010, two full three-year assessment cycles have been completed with the extensive involvement of the LA&S faculty. The GE assessment program represents one of the most persistent efforts at the College to measure student success. It provides important insights into student learning across academic programs. In addition to the process established in 2002, SUNY established a University-wide Strengthened Campus-Based Assessment (SCBA) process in 2006 which called for even more rigorous assessment of outcomes in written communication, mathematics, and critical thinking using externally referenced measures approved by the GEAR group. An interdisciplinary team drafted SUNY Delhi's *Strengthened Campus-Based Assessment Plan*, which was implemented in 2006-2007.

In 2010, the SUNY Board of Trustees approved a revised SUNY-GER (SUNY General Education Requirement) for bachelor's level programs that offers students greater flexibility (a total of 30 credits in seven of ten general education areas and two competencies). SUNY Delhi revised its own plan for BBA/BS transfer and freshmen students entering Fall 2011 or later (available on the SUNY Delhi website and in Appendix 2-4).

Following implementation of the initial GE assessment plan, the College has reported its assessment results to both the campus community and to the University Provost's office. The following summarizes current processes for reporting SUNY-GER outcomes:

1. Campus Reporting for SUNY-GER course additions: Division Deans complete the SUNY-GER Course Addition Form which details the description, topical outline and sample readings of the course. This form is submitted for approval to the Office of the Provost at System Administration. The University Provost subsequently notifies the campus of all SUNY-GER approved courses.
2. Campus Reporting for SUNY-GER assessment results: SUNY-GER courses are assessed on a three-year cycle. Following the assessment, the Dean of Liberal Arts and Sciences completes a Summary Report. This report addresses the improvements made as a result of previous assessments, major findings, actions to be taken, and improvements that can be made to the process. The Provost keeps a completed copy of the Summary Report.

Details of the SUNY Assessment Initiative's history, policies, procedures, and rubrics for assessing mathematics, written communication, and critical thinking under SCBA can be found on the SUNY website.

General Education Assessment Data Summary

The following is a summary of student learning outcomes data for GE for the Fall 2002 through Spring 2009 semesters. Where available, data for 2009-2010 have also been included.

Mathematics

For the Fall 2002 through Spring 2004 semesters, the five learning outcomes in Mathematics were grouped for reporting purposes into two outcomes: arithmetic/algebra/geometry and data analysis/quantitative reasoning. For the first outcome, the number of students meeting or exceeding the standard ranged between 67% and 73%; for the second outcome the range was 54% to 66%. In 2004-2005, data were collected on a modified outcome grouping of data analysis, quantitative reasoning, and geometry, with the number of students meeting or exceeding the standard reaching 77%. Though the assessments showed that a majority of students had met or exceeded campus standards, there were significant differences in results between courses with students in higher-level courses (e.g., Calculus and Differential Equations) far exceeding the performance levels needed to satisfy the outcomes. This led faculty to conclude that less attention needed to be paid to upper-level courses. Faculty also came to the conclusion that grouping the five learning outcomes into two groups was obscuring some assessment results. In Spring 2010, faculty collected and reported data on each outcome separately. The assessment results suggested that students' weakest areas are recognizing the limits of mathematical methods and representing mathematical information symbolically, visually, numerically and verbally. The math faculty concluded that (1) utilizing multiple representations in problem solving and the limitations of mathematics should be stressed and (2) assessment tools should be revised to better assess the learning outcomes.

Natural Sciences

Learning outcomes for the Natural Sciences can be summarized as (1) understanding scientific methods and (2) applying scientific data, concepts, and models in a natural-science discipline. Outcome 1 was assessed four times between the Fall 2002 and Spring 2006 semesters, with the number of students meeting or exceeding the standard ranging between 53.4% and 70.3%. Outcome 2 was assessed four times between the Fall 2002 and Fall 2005 semesters, with the number of students meeting or exceeding the standard ranging from 38% to 62%. When students did not perform up to campus expectations in 2002-2003, science faculty undertook a detailed review of the results and found that there were significant differences between courses, with students in courses above the 100 level typically meeting or exceeding standards. Though assessment results in 2004 showed improvement over the previous year, in 2005 and 2006 the numbers were down again, with students in intermediate-level microbiology uncharacteristically failing to meet the standard and spurring faculty to re-evaluate the courses.

Social Sciences

Learning outcomes for the Social Sciences can be summarized as (1) understanding of social science methods and (2) knowledge of major concepts, models, and issues in a social science discipline. Between the Spring 2003 and Spring 2006 semesters, Outcome 1 was assessed four times, with the number of students meeting or exceeding the standard ranging between 38.5% and 57%. Outcome 2 was also assessed four times during that period, with the number of students meeting or exceeding

the standard ranging from 42% to 53%. Although starting with the 2006-2007 academic year, the campus was no longer required to report the exact percentages of students who either met or failed to meet campus standards, assessment results in the social sciences, including a critical thinking component, have continued to be the least satisfactory, most problematic aspect of GE assessment at the College. Social science faculty continue to conduct reviews of the assessment processes used as well as of student outcomes. In particular, they have worked hard to develop assessment tools that directly address one or both of the student learning outcomes.

American History

Learning outcomes in American History can be summarized as knowledge of a basic narrative of American history, including unity and diversity in American society; knowledge of common institutions and their effects on American society; and understanding of America's evolving relationship with the rest of the world. In 2007-2008, 66% of students met or exceeded the standard for Outcome 1 (up from 39% in 2003-2004); 56% did so for standard two (up from 35%); and 56% did so for standard three (down from 75%). In all, these data show students performing below campus standards in American History.

Western Civilization

Learning outcomes in Western Civilization can be summarized as knowledge of the development of Western civilization and knowledge of how that development relates to other regions of the world. In Spring 2004, 40% of students met or exceeded Outcome 1 and 48% of students met or exceeded Outcome 2. Results were slightly better in 2009, but the sample size was too small to draw any valid conclusions. These data overall show students performing below campus standards in this area.

Other World Civilizations

In 2007-2008, 64% of students met or exceeded the standard, not a statistically significant difference from the results in 2003-2004, during which 68% of students met or exceeded the standard for this learning outcome. These data show students performing just below the campus standard.

Humanities

Student performance in Humanities courses was assessed during the 2003-2004 and 2008-2009 academic years, with 76% of students meeting or exceeding the standard during the first assessment cycle. For the second cycle, student work was assessed for three separate objectives: proficiency with specialized vocabulary, historical context, and breadth of the field; ability to synthesize ideas from sources; and ability to evaluate the aesthetic and didactic aspects of a text. Students met or exceeded the standard at a rate of 60% for Objective 1, 72% for Objective 2, and 62% for Objective 3.

The Arts

The learning outcome in the Arts can be summarized as the ability to demonstrate an understanding of at least one form of artistic expression and the creative process within. This area was assessed in 2008-2009 with students in courses including Freehand Drawing and Ceramics and Art Appreciation, at which time 70% of students either met or exceeded the standard.

Foreign Language

Learning outcomes in Foreign Language can be summarized as basic proficiency in understanding and using a foreign language and knowledge of the distinctive features of cultures associated with the language studied. The only data available in campus reports for Foreign Language were for the Fall 2004 semester, with 80% of students in both French and Spanish meeting or exceeding the

standard for Outcome 1. The assessment instrument was deemed too elementary, and Outcome 2 was apparently not assessed. The dearth of assessment data in this area is also largely attributable to staffing issues in recent years.

Basic Communication

Learning outcomes for Basic Communication (writing) can be summarized as the ability to produce coherent texts within common college-level written forms; revise and edit such texts; and research a topic, develop an argument, and organize supporting details. Outcomes 1 and 2 were assessed in an integrated manner for the 2002-2003 academic year, with 74% of students meeting or exceeding the standard. The same learning outcomes were assessed again in 2006-2007. This time the outcomes were assessed separately using SUNY-mandated rubrics, with less satisfactory results: 70% of students met or exceeded the standard for Outcome 1, but only 57% of students met or exceeded the standard for Outcome 2. Faculty attributed this to the problematic nature of the rubrics, given that the better student papers received lower scores for revision because they changed the least. Faculty elected to focus exclusively on Outcome 1 in 2009-2010, with the result that 73% of students met or exceeded the standard for this assessment cycle. Outcome 3 for written communication was assessed for the 2003-2004 and 2007-2008 academic years, with the percentage of students who met or exceeded the standard ranging from 49% to 62%. Students are clearly more adept at producing certain kinds of college-level texts that do not involve researching a topic or developing a formal argument. Discussion of this issue has led to the introduction of a new course in Research Writing. This course will be assessed in comparison to the work of students in both Freshman Composition and Advanced Composition, and if a higher percentage of students in this course meet the campus standard for Outcome 3, faculty will consider making this a required course for all Liberal Arts students. Learning outcomes for Basic Communication can be summarized as the ability to develop proficiency in oral discourse and evaluate an oral presentation according to established criteria. This area has been assessed only once, in Spring 2004, with 64% of students meeting or exceeding the standard for Outcome 1. Outcome 2 was not assessed.

Critical Thinking

Learning outcomes for Critical Thinking can be summarized as the ability to identify, analyze, and evaluate arguments in one's own or others' work and develop well-reasoned arguments. This learning outcome is infused throughout the GE curriculum and is assessed as part of other relevant assessments. In 2003-2004 critical thinking outcomes were assessed as part of the written communication assessment, with 62% of students meeting or exceeding the standard. Subsequent assessments (in 2006-2007 and 2007-2008) have further validated students' struggles in satisfying critical-thinking outcomes and, in particular, have shown that students are better able to summarize arguments found in the work of others than to develop and articulate their own arguments.

Information Management

Learning outcomes for Information Management can be summarized as the ability to perform the basic operations of personal computer use; understand and use basic research techniques; and locate, evaluate, and synthesize information from a variety of sources. As with Critical Thinking, learning outcomes for this area are infused throughout the GE curriculum, though in Fall 2004 Outcome 1 was assessed as part of a computer course offered by the Business program, with over 66% of students meeting or exceeding the standard. However, student achievement of Outcomes 2 and 3 is more problematic.

Strengths

- SUNY Delhi has developed and implemented a strong University-approved plan for assessing student learning outcomes in ten GE knowledge and skills areas that provides insight into student learning across programs.
- The College routinely reports the results of annual GE assessments to the campus community and to the University Provost's office.
- Assessments of GE learning outcomes are conducted by the faculty who are responsible for program improvements. GE faculty have begun streamlining the assessment process and ensuring that the assessment data are used to close the loop on multiple levels—course, program, divisional.
- The results of the GE assessment program have yielded convincing evidence that students are generally achieving key learning outcomes and have led to improvements in the GE curriculum and the assessment tools used.
- Even when assessment results have been problematic or disappointing, faculty have engaged in meaningful discussions about course content and methods of assessing student learning.
- A series of assessment workshops were conducted in June 2011 to share best practices and strengthen academic assessment. As part of this two-day event, information literacy was the subject of discussion. Conversations centered on mapping the standards of information literacy to curricular requirements.

Challenges

- It is difficult to carry out GE assessments in a timely and effective manner given the small number of full-time faculty in some disciplines.

Recommendations for Improvement

- Given the flexibility by the SUNY Board of Trustees to do so, faculty should rethink, reshape, and improve the GE assessment program.
- Although some work has been done to “close the loop” by addressing and improving upon the unsatisfactory results in a number of subject areas, faculty should continue to improve and document this process.

Related Educational Activities

While the College has attempted to offer more two- and four-year degrees, it maintains one-year certificate programs in Individual Studies, Business Management, Practical Nursing and several vocational trade fields. While certificate programs fulfill the needs of some students, the faculty strongly encourage certificate eligible students to return to complete their associate degree, whether it is an AAS or an AOS degree.

SUNY Delhi has added several new programs and courses for non-traditional students since 2001. The increase in online course offerings has brought more opportunities for non-matriculated, returning adult and place-bound students. Online education allows students who have job responsibilities, family obligations, or other circumstances to earn college credits. The number of

online courses has increased significantly, from four in Fall 2004 to 17 in Fall 2009. In summer 2011, online course enrollment increased dramatically, with over 48 courses on the schedule.

The online BBA in Veterinary Technology Management began in 2006. This program was designed for licensed veterinary technicians with a two-year degree in Veterinary Science Technology who wish to continue working while completing a Bachelor's Degree. The online degree parallels SUNY Delhi's on-campus baccalaureate degree.

Another component has been added to the Partnership Nursing Program, in which a student earns an LPN certificate and upon passing the licensure exam, becomes eligible for employment at Bassett Healthcare. The student then completes his or her RN while being employed full time. In addition to completing the RN while employed, a student may continue their education to earn a BSN.

SUNY Delhi's Office of Training and Business Recruitment has offered a variety of non-credit courses to members of the community. These courses include diverse content areas and are designed to help individuals upgrade job-related skills, learn new skills or increase professional performance. One such course is the Photovoltaic (PV) Design and Installation Basics which is offered in cooperation with NYSERDA and IREC.

These continuing education courses for non-traditional students rely on web-page downloadable PDF brochures and hard copy pamphlets available at Enrollment Services. Printed information for non-traditional students is seen as very important by those involved in teaching the courses; continuing education usually involves more mature students who may not be as computer savvy.

Expansion of the ACEP (Accelerated College Entrance Program) for high school students and the ONC/BOCES Distance Learning Program has also been instrumental in serving the community. SUNY Delhi offers academically successful local students the opportunity to enroll in college-level courses at their high schools. Students earn transferable college credit through on-site instruction and distance learning while earning their high school diplomas. The number of such courses has increased significantly from 15 in 2001 to 28 in 2009.

In addition to offering a diverse selection of courses to non-traditional students in the region and challenging students who are prepared for Honors Program courses, the College also strives to serve those students who are not fully prepared for college-level work.

Data was gathered from 2001-2008 demonstrating the effectiveness of pre-programs: though the pre-programs were successful in aiding retention, the College eliminated such programs in 2008 because students had the false assumption that they were automatically going to be accepted into the major. Now, students who want to pursue a major for which they are not academically prepared are accepted into Liberal Arts. If they are successful in this major, they can switch into the desired major with dean approval.

Placement in appropriate mathematics and English courses has been critical at SUNY Delhi. Prior to 2008, the College utilized the ASSET test to determine the mathematics and English course level. Subsequently, SUNY Delhi began using New York State Regents test scores along with high school grades to determine placement. These measures were used starting in February 2009 and, according to faculty, have been effective.

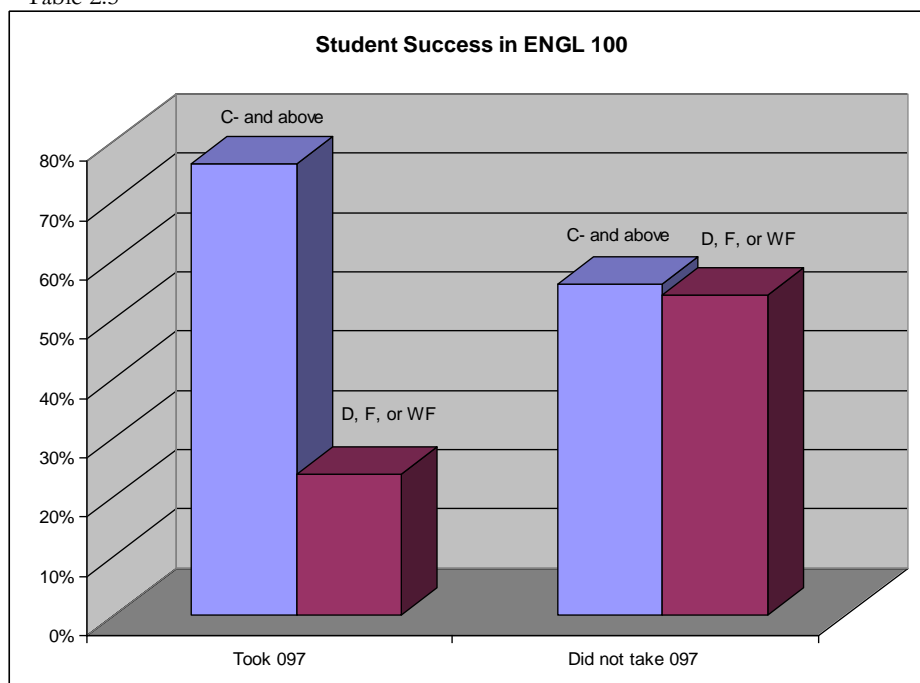
Prior to 2007, students who were not academically prepared for college-level math were placed in MATH 095 (Elementary Algebra). This course had a very poor retention rate because students were not receiving college credit. In 2007, an extended version of MATH 128 (College Algebra) was piloted. This course covered the same material but met four hours a week instead of three, allowing for the same content at a slower pace, and allowing the student to earn three college credits.

Table 2.4 Grade & Retention Data for College-Level Math

Grade	Extended Version MATH 128 n = 43 Fall 2007-Fall 2009	Traditional MATH 128n = 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%

Freshmen who are not academically prepared for a college-level English course are placed in ENGL 097 (Introduction to Reading and Writing). Some students opt to attempt ENGL 100 (Freshman Composition) because they do not feel it is worth their while to complete a class that is not given college credit. Students who take ENGL 097 generally succeed in ENGL 100 at a much greater rate.

Table 2.5



ENGL 100 for ELL (English Language Learners) students follows the ENGL 100 curriculum. Enrollment is limited to ELL students and primarily includes students from Japan who have already taken English courses prior to coming to SUNY Delhi.

Starting in 2004, all first-year students in the Liberal Arts and Sciences Division were required to take either UNIV 100 (Freshman Seminar) or UNIV 101 (Student Success). The dismissal rate in this group decreased from 22% to 11% as a result. The effectiveness of Freshman Seminar had been demonstrated by an earlier study when the mean GPA of freshmen taking the course (2.06) was significantly higher than that of those who did not take the course (1.71). In Fall 2009, the GPA of veterinary science students who took Freshman Seminar was 2.36, compared to 1.84 for those students who did not.

Strengths

- Certificate programs are an important part of SUNY Delhi's mission and institutional goals, and provide students with a tangible educational choice.
- SUNY Delhi has added several new programs and courses for non-traditional students since the 2001-02 Middle States review.
- In terms of success rate and college credit hours earned, the extended MATH 128 appears to be an effective alternative to MATH 095.
- It appears that Regents scores and other high school grades are an effective placement mechanism for incoming freshmen in English.
- Freshman Seminar appears to reduce the dismissal rate, increases retention rate and increases the overall GPA for LA&S and Veterinary Science Technology students.

Challenges

- If used correctly, Regents scores and other high school grades are an effective placement mechanism for incoming freshmen in mathematics for the fall semester.

Recommendations for Improvement

- Given the proven effectiveness of Freshman Seminar, consideration should be given to expanding utilization of this and other successful "freshman experience" initiatives across academic divisions.
- The criteria used for placing students in the extended version of MATH 128 need to be clarified to students and advisors.

Assessment of Student Learning

SUNY Delhi has a growing institutional commitment to outcomes assessment. As the *College Catalog* states, “SUNY Delhi strives to create a culture of assessment that promises continuous self-evaluation and improvement.” While SUNY Delhi may still have work to do to maximize the use of student learning outcomes data, it is committed to continued improvement in this area and is accomplishing its primary educational mission and goals.

At the program level, the *College Catalog* also delineates clearly stated objectives for every educational certificate program defining what graduates should be able to do upon completion. Course objectives are required components of both curriculum proposals and the College-wide uniform course syllabus (now viewable by all students and staff online) which all faculty are required to follow. The latter also includes a section on “Measurement Criteria for Objectives.” Systematic procedures are in place to assure congruence among institutional mission and goals and the objectives of individual programs and courses. The *Academic Programs and Services Policies Handbook* describes the process by which courses and programs are developed and revised. This extensive review process contains multiple opportunities for analysis of the congruence of curriculum objectives with institutional mission and for a curriculum proposal to be rejected in cases where congruence does not exist. With new programs or major changes to existing programs, external approval by the State University and the State Education Department are also required. In the case of the College’s individually accredited programs, external approval by various accrediting bodies is also required.

Additional opportunity to scrutinize links between course and program objectives and the College’s mission and goals is also afforded by the program review process outlined in Section 1.323 of the *Academic Programs and Services Policies Handbook*. Faculty review the content of each course offered by their program at least once every five years with emphasis on the purpose and objectives of each course. Faculty also examine the relationship between an academic program’s mission and the mission of the institution.

Assessing Student Learning

The SUNY Assessment Initiative (SAI) is a comprehensive, University-wide program for assessing student learning outcomes that is sustained by partnerships among campus faculty and administrators, the University Faculty Senate, the SUNY Provost, and others. SUNY Delhi’s program for assessing student learning consists of the following:

1. The assessment of student learning outcomes in the SUNY General Education Requirement. Student learning outcomes are assessed with externally approved measures as part of a program of Strengthened Campus-Based Assessment (SCBA).
2. Assessment of the Major, a campus-based program review process, including assessment of student learning in the major, preparation of a self-study report, and review by an external team.

In addition, six individually accredited programs are required to assess student outcomes as part of their accreditation processes.

In recent years, SUNY Delhi has made significant improvements in its program for assessing student learning outcomes. Compared to the 2001 Self-Study, when the College was just beginning to develop a comprehensive approach to assessment, the processes now in use provide greater consistency College-wide. In addition, both general education and program-specific outcomes are now widely integrated into a uniform course syllabus that is used across campus. No element of the *Characteristics of Excellence* has received more campus-wide attention and effort in recent years than assessment of student learning outcomes, and a substantial investment of human capital has been made in implementing the last Middle States visitation team's recommendations.

Assessing Student Learning in the Major

In accordance with SUNY policy since 2001, all registered academic programs at SUNY Delhi are required to be reviewed once every five years, conducted within the framework of the University Faculty Senate's *Guide for the Evaluation of Undergraduate Academic Programs*. An integral part of this is an assessment of student learning in the major. Faculty must offer tangible, measurable evidence that program goals, objectives, and learning outcomes are met. The process also requires an evaluation of the program's self-study by external reviewers who report their findings and recommendations to the SUNY Delhi Provost. In addition, SUNY requires that a *Program Review and Assessment of Student Learning in the Major: Summary Report* be submitted to the SUNY Provost, and that this report enumerates the following:

1. Program improvements made as a result of the previous assessment of the major.
2. Major learning outcomes for the program.
3. Measures used to assess these learning outcomes.
4. Major findings of the current assessment related to student learning.
5. Actions to be taken to address these specific assessment findings.
6. What has been learned from the current assessment that could be helpful for the next assessment of student learning in the major.

Some programs also survey their graduates to gain their input regarding alumni success, student satisfaction with teaching and learning at SUNY Delhi, and quality of the curriculum. Those academic programs subject to the requirements and standards of external accrediting agencies recognized by the Commission on Higher Education or the U.S. Secretary of Education, and that include assessment of student learning, are exempt from the specifics of the SUNY program review mandate.

Utilizing Student Learning Outcomes Data

As a part of this self-study, the committee conducted a thorough analysis of 21 program review reports completed as part of the SUNY-mandated Assessment of the Major to determine the extent to which the College's academic programs are using learning outcomes data. The following is a program-by-program synopsis of the group's findings.

Applied Sciences & Recreation

Golf & Plant Sciences

- Findings: Beyond some enrollment/retention data and a general sense of satisfaction with the program as reported on surveys, no data on student learning outcomes were cited. Assessment activities one would expect to find in any course were cited, but there did not appear to be an overall plan for assessing student learning outcomes.
- Recommendations: Develop a systematic plan for assessing student learning outcomes, including more direct assessment activities as part of the instructional program and include more detailed discussion of feedback from employers and internship cooperators.

Golf Course Management (Superintendent, Professional Golf Management)

- Findings: Beyond some enrollment/retention data and the results of graduate surveys, no data on student learning outcomes were cited. Though students are required to complete internships, there was no summary discussion of cooperators' evaluations of students. There was no overall plan for assessing student learning outcomes, nor was there data on the Playing Ability Test that students are required to pass.
- Recommendations: Develop a systematic plan for assessing student learning outcomes, including more direct assessment activities as part of the instructional program. Also include a summary discussion of feedback from employers and internship cooperators, as well as data on the Playing Ability Test.

Natural Resource Recreation & Sports (Adventure Recreation, Park & Outdoor Recreation, Recreation & Sports Management)

- Findings: Beyond enrollment/retention statistics and survey responses indicating graduates' overwhelming satisfaction with the program as well as high rates of transfer and employment in the field, there were no learning outcomes data in the report. There did not seem to be a plan for systematically assessing student attainment of key learning outcomes.
- Recommendations: Develop a systematic plan for assessing student learning outcomes, including more direct assessment activities as part of the instructional program.

Physical Education Studies

- Findings: This report focused on the degree to which the program prepares students for transfer to SUNY Cortland. What was missing from the report was any indication that there is an overall plan for assessing student learning outcomes.
- Recommendations: Develop a systematic plan for assessing student learning outcomes, including more direct assessment activities as part of the instructional program.

Veterinary Science Technology

- Findings: There was clear evidence that learning outcomes were assessed using multiple measures and that the results were used to evaluate and make changes in the program.
- Recommendations: None

Business & Hospitality

Business/Information Technology

- Findings: Though learning objectives have been mapped to specific courses and a variety of assessment activities were cited, there did not appear to be a program-wide plan for assessing student learning outcomes. In addition, there was no summary of employer data and the internship sponsor evaluation data was insufficient.
- Recommendations: Develop a systematic, program-wide plan for assessing student learning outcomes including more direct assessment of same. Make fuller, clearer use of employer and internship sponsor data.

Culinary Arts

- Findings: Beyond enrollment/retention data and the results of graduate, job placement, and employer surveys, no learning outcomes were used. According to the report, the program seems to assess learning outcomes fairly extensively in evaluations in laboratory classes and internships, but there was no summary report of these evaluations.
- Recommendations: Develop and/or better articulate the program for assessing student learning outcomes. Make fuller use and provide a summary discussion of learning outcomes data.

Hospitality Management AAS

- Findings: Beyond enrollment/retention data and the results of a graduate survey, no learning outcomes data were used. One-half page described the assessment processes in place, but that does not constitute a systematic program of assessment. All students are evaluated by internship employers, but there was no summary discussion of these evaluations.
- Recommendations: Develop and/or better articulate the program for assessing student learning outcomes. Make fuller use and provide a summary discussion of learning outcomes data.

Hospitality Management BBA

- Findings: Beyond looking at enrollment/retention data, the most extensive evidence of outcomes assessment was a detailed analysis of responses to an alumni survey. Direct measures of student learning as routine components of students' coursework were cited, but no data were discussed. The report acknowledged that student attainment of specific competencies or learning outcomes is sometimes measured and recorded, but it is "not often used for overall program evaluation or analysis."
- Recommendations: The capstone course, internship supervisor evaluations, and skills competitions present opportunities for direct assessment of student learning outcomes. Program faculty should follow through on their recommendation to enhance existing assessment processes by creating an outcomes assessment training program for faculty and by making the collection of learning outcomes data a routine part of program activities.

Liberal Arts & Sciences

Humanities/Social Sciences/Individual Studies (H/SS)

- Findings: There was clear evidence that student learning outcomes were assessed, with heavy emphasis on General Education (GE) outcomes. However, though the current process yields important insights into the service function of the Liberal Arts & Sciences Division, it is of limited usefulness as an assessment of the major, since it involves students from many

academic programs. In addition, there was no evidence that program changes were made as a result of these assessments.

- Recommendations: Develop a process for identifying Humanities/Social Sciences majors in the course of assessing GE outcomes. Put forth recommendations for program improvements based on learning outcomes data.

Math/Science

- Findings: As above, learning outcomes data were derived largely from the GE assessment process, but with a focus on math and science outcomes only. No effort was made to extrapolate from the data to the performance of these majors.
- Recommendations: Make fuller use of available GE outcomes data, but also devise a process for identifying Math/Science majors within the overall process.

Nursing ADN

- Findings: This program is accredited by the National League for Nursing Accrediting Commission (NLN-AC), so there was clear evidence that learning outcomes were assessed using multiple measures and that the results were used to evaluate and make changes in the program. The most recent data showed an 84% pass rate for the National Council of State Boards of Nursing (NCLEX).
- Recommendations: None

Nursing BSN Online

- Findings: As with the ADN program, this program is accredited by NLN-AC so there was clear evidence that learning outcomes were assessed using multiple measures and results were used to evaluate and make changes in the program.
- Recommendations: None

Technology

Architectural Technology

- Findings: Beyond enrollment/retention statistics and survey responses indicating graduates' overall satisfaction with the program, there were no learning outcomes data. Architecture faculty had developed a plan for Portfolio Assessment of Learning Outcomes in the Major, in which "categories of work" were mapped to program learning objectives and to specific courses, but no data were provided.
- Recommendations: The next program review report should compile and provide a summary discussion of student performance data relative to the designated learning objectives that are evaluated as part of the portfolio assessment process. The report should also analyze and evaluate the portfolio process itself.

Automotive Mechanics/Technology

- Findings: This program is accredited by the National Institute for Automotive Service Excellence (ASE), so there was clear evidence that learning outcomes were assessed using multiple measures and that the results were used to evaluate and make changes in the program.
- Recommendations: None

Computer Aided Drafting and Design

- Findings: In addition to stating overall learning objectives for the CADD program in the report, sample lesson plans stated the learning outcomes and instructional objectives for specific topics and stated how students would be assessed. However, the only outcomes data presented in the report were the percentage of program graduates who either find employment or continue their education in the field.
- Recommendations: Compile and provide a summary discussion of outcomes data for key learning objectives routinely assessed as part of the instructional program. Citing statistics such as 2010 and 2011 program graduates' 100% pass rate on the American Design Drafting Association's Certified Drafter National Exam would be helpful.

Carpentry and Building Trades

- Findings: Beyond some enrollment/retention data and the results of a graduate survey, no data on student learning outcomes were used. However, the report noted the creation of a course-embedded assessment initiative in which a performance worksheet would be used to evaluate student attainment of key learning outcomes.
- Recommendations: The next program review should make full use of performance data derived from the assessment process described above.

Construction Technology

- Findings: In addition to academic probation and attrition data and the results of employer and graduate surveys, an outcomes assessment model focusing on program-culminating student projects was described. A third, comprehensive assessment component involves use of an outcomes checklist to evaluate individual students' attainment of 12 key learning outcomes in 11 courses. Though there was no summary discussion of any of the data yielded by these assessments, this program is accredited by the American Council for Construction Education (ACCE) which this year complimented the program on its improved report and assessment improvements.
- Recommendations: Provide and discuss summary data yielded by the assessment activities described above.

Electrical

- Findings: Beyond some enrollment/retention data and results of a graduate survey, no data on student learning outcomes were used.
- Recommendations: The next program review report should make full use of the learning outcomes data yielded by use of the Graduate Competency Matrices.

Heating, Ventilating, and Air Conditioning (HVAC)

- Findings: Beyond some enrollment/retention data and the results of a graduate survey, no data on student learning outcomes was used. However, the report noted the recent creation of processes for assessing student learning in the major. Specifically, the Plumbing, Heating, and Pipefitting program had developed a course-embedded assessment process using performance worksheets to track student achievement of key learning outcomes. At the same time, the Refrigeration and Air Conditioning program had implemented use of a Refrigeration Service Engineers Society exam to be administered to each class of students.

- Recommendations: The next program review report should make full use of the five years of data available from the RSES exam and the performance worksheets described above.

Welding

- Findings: Beyond some enrollment/retention data and the results of a graduate survey, no data on student learning outcomes were used. The report noted the recent creation of a capstone course designed to prepare students for the NYS Department of Transportation Welding Certification test. An integral part of this course is the use of a Welding Performance Task List designed to allow faculty to assess student performance on key tasks both individually and collectively.
- Recommendations: The next program review report should make full use of the five years of data from the Welding Performance Task List.

Strengths

- The College makes a concerted, ongoing effort to articulate and publicize its institutional mission and goals as well as program and course objectives and an equally strong effort to assure congruence among them.
- Both general education and program-specific outcomes are integrated into a uniform course syllabus that requires instructors to provide information about course objectives, the means by which student attainment of these objectives is measured, a clear set of grading criteria, and other relevant information.
- The College's six individually accredited programs are required to assess student learning outcomes as part of their accreditation processes.
- The Program Review and Assessment of the Major is a documented, organized, and sustained process for assessing student learning that is part of a comprehensive, collaborative, University-wide program. Assessments of student learning as part of the program review process are conducted by the faculty who are responsible for program improvements.
- As evidenced in their program review reports, some programs have exemplary programs for assessing student learning that yield convincing evidence that students are achieving key learning outcomes, include faculty discussion of student performance, and lead to improvements in program curricula and assessment tools.

Challenges

- As evidenced in their program review reports, some programs lack systematic plans for assessing student learning outcomes, including direct assessment activities as part of the instructional program. In many cases a large body of student learning outcomes data and feedback from internship sponsors exist, but are not analyzed in program review reports.
- There is limited evidence that when assessment data are collected, closing the assessment loop occurs in the form of making program improvements.
- For the Liberal Arts and Sciences Division, a large body of general education assessment data exists but it is not utilized in the Assessment of the Major process.
- While some programs survey graduates, tracking student performance upon transfer from SUNY Delhi to other institutions is difficult.

Recommendations for Improvement

- Unaccredited programs should develop plans for assessing student learning outcomes as part of the Assessment of the Major process, including direct assessment activities as part of the instructional program, and should make use of the resulting data in their program review processes and reports and in improving their programs.
- Program review reports should include more detailed discussions of feedback from internship sponsors and employers in the field regarding program students/graduates. Results should be utilized to facilitate program improvement.
- The Liberal Arts and Sciences Division should develop a process for identifying liberal arts majors in the course of assessing general education outcomes.
- Campus guidelines for academic program assessment should highlight the central importance of learning outcomes data for the purpose of reaccreditation.
- Although a campus Assessment Committee has been formed, designating an individual or office to coordinate, guide, and oversee the College's assessment efforts should be considered.

Conclusion

SUNY Delhi has made great strides in this area. As this self-study was being prepared and areas of concern presented themselves, the administration and faculty of the College took proactive steps to address them. In June 2011, the Provost organized a faculty workshop on outcomes assessment (which nearly all faculty attended and which has produced much better course syllabi for this upcoming semester). In January 2012, a two-day workshop addressed the next steps in the assessment process. The College can also boast a new assessment webpage which will serve as a clearinghouse for data, information, and instruction on assessment. Finally, we created a new institutional assessment position and have formed a campus-wide assessment committee, both of which are charged with ensuring that the progress we have been making continues and that we make even better progress in using our assessment results to improve the institution in the future.

Chapter 3—Seeking and Keeping Well-Rounded Students

Standards 8 & 9: Admissions and Retention, Student Support Services

The recruitment and retention of quality students is central to the mission of SUNY Delhi and the institution's guiding approach to student admissions, support, and retention.

Historic themes that resulted from the 2001 Institutional Self-Study, the 2001 Middle States Recommendations, the Memorandum of Understanding, the 2007 Periodic Review Report, the Institutional Effectiveness Plan, and the *Student Opinion Survey* included the following:

- Increase student enrollment selectivity and improve performance.
- Improve student retention.
- Improve academic jeopardy system and more quickly identify students who are experiencing difficulties.
- Commit to train faculty to become better advisors.
- Provide additional services, in areas such as EOP, to support student success.
- Carefully monitor the need for remedial and ELL courses and other academic support services, particularly with more students with diverse learning needs.
- Develop ways and means of providing needed resources through the library to adequately support the new bachelor's programs, as well as providing the necessary resources to sustain continuing programs and services in the library.
- Improve information literacy programs in order to utilize the expertise of the library staff. The library should provide workshops for faculty related to information literacy programs.
- Improve support for online and off-campus education.
- Develop assessment of the effectiveness of service learning.
- Provide for more diverse student activities and programs.
- Improve commitment to community service.
- Develop the campus athletic programs.

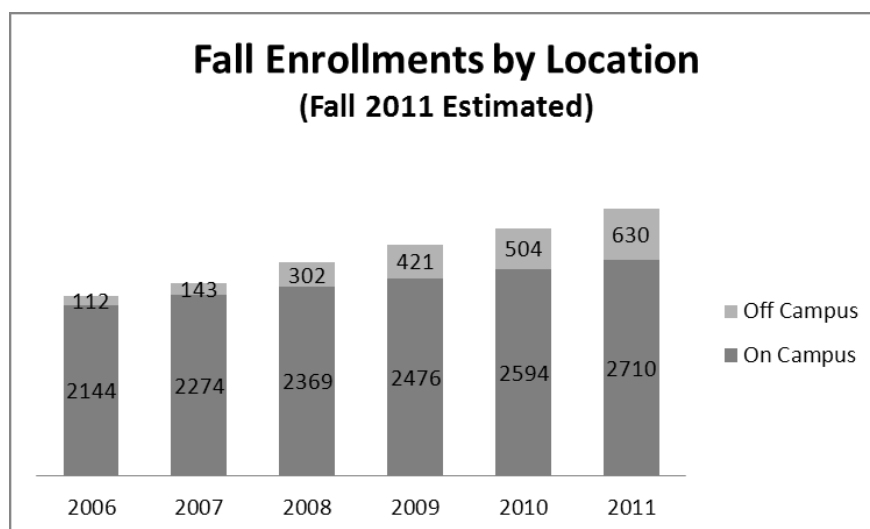
SUNY Delhi has refined and strengthened offerings and programs in the area of admissions, student support services, and retention over the last decade. A great deal of attention has been focused on the issues noted above and many have been addressed to a substantial degree. As this self-study shows, the College easily meets—and, more often, exceeds—the standards in these areas. With the substantial increase in student numbers in Delhi's online and off-campus programs, the institution has needed to ensure that sufficient support is being provided for these students and academic programs. (See also Chapter 6, which addresses this subject in depth.)

Admissions

SUNY Delhi began as a college of agriculture and technology offering certificates and two-year degrees, focusing on preparing students for the workforce. As the College has grown, it has developed additional two- and four-year programs to meet the changing demands of our students and the workforce and is in the process of extending programs online and at other regional institutions. The need for early and effective contact with prospective students for these programs has shaped the development of Admissions services over the last five years and led to increased

student applications, enrollment, and selectivity. The following enrollment graph (by headcount) demonstrates this enrollment growth:

Table 3.1



The yield from application to attendance over the past few years (how well the admissions function is able to funnel students from the application process to enrolling at SUNY Delhi) is analyzed in Appendix 3-1. Between 2004 and 2011 the College has seen a 69% increase in applications. The acceptance rate during the same period has declined from 77.9% to 55.1%. The rate of net deposits has held relatively steady in the 42%-46% range.

Contact with prospective students at Delhi comes through one of two major routes: personal contact from the Enrollment Services staff or through internet contact. Delhi admissions counselors attend local college fairs and visit regional high schools as a primary means of contacting prospective students. Two regional recruitment counselors also cover more distant districts. Contact information on prospective students is compiled on campus, and follow-up material is provided through electronic and direct mailings.

In addition to these traditional approaches, newer multi-channel recruitment methods combine personal contact and direct mail with various electronic media. These include email marketing, search engine optimization and Web 2.0 technologies, all of which are geared toward creating a more personal and interactive experience. Supplemental email blasts aimed at segmented groups also promote upcoming events or strengthen recruitment efforts in targeted areas. At the same time, the College website is being optimized for maximum search engine exposure and subsequent lead generation. Marketing initiatives also employ social media and news blogs to increase brand awareness and provide a platform for meaningful interaction with the institution. This comprehensive plan is expected to generate more quality leads and boost overall prospect inquiries.

Members of the Enrollment Services staff track how students first enter the enrollment database. For Fall 2010, 40% of prospective students who contacted the College via the web and 50% of those who initially contacted the College by phone ultimately applied to the College. Other methods of obtaining prospective student information (National Research Center for College & University Admissions, Cappex) show weaker results, not contributing substantially to enrollment numbers.

The SUNY Delhi Enrollment Services office has an impressive web presence, and most areas where prospective students and parents need information are available and adequate (admissions, financial aid, housing and program offerings). Each major is listed on the website with requirements and learning outcomes. It has been an institutional priority to ensure the latest version of the College Catalog also includes technical standards, and this has been accomplished to a substantial degree.

Faculty members complement and positively impact recruitment efforts by visiting with prospective students and participating in Open House programs. Students who visit the campus can meet with faculty, tour the campus with a student ambassador, meet with an admissions counselor, a financial aid counselor, or other staff as appropriate. Faculty participation offers students and their families more specific knowledge of course curriculum for the program of interest. The number of individual admissions interviews continues to increase. Open House programs also afford an opportunity for prospective students to informally engage with faculty and current students while looking at labs, equipment, and student projects.

Accepted Student Days are consistently a highly-rated campus-wide effort held multiple times each spring semester for newly accepted students and their families. This program eases students' entry into their first academic semester. Students and families spend a day on campus and meet with individuals from enrollment services, financial aid, academic programs and support service areas. Students participate in get acquainted exercises, and hear from student ambassadors. By the time the student leaves he/she has the required material (including a tentative first semester academic schedule) to facilitate a seamless matriculation to the College. The program is so successful that it has been studied by other campuses, including SUNY Morrisville and SUNY New Paltz, as well as institutions from outside New York State.

Academic Support Services

Once a student starts his/her career at Delhi, there are many well organized and established support structures in place to support student success.

The Resnick Library & Learning Center was redesigned in 2002 to centrally house the following academic support systems: Library Services and special collections rooms, the Educational Opportunity Program (EOP), Tutoring, Math and Writing Centers, Career Services, Veterans Services, Office of Advisement, Services for Students with Disabilities, English Language Learners (ELL), and the technology Help Desk (Computing Services). These departments, along with the Library Café, share the second and third floors of Bush Hall and provide a wide array of high quality and accessible services to students. An Academic Awards Ceremony held each spring celebrates the contribution of students, faculty and staff to the Library & Learning Center.

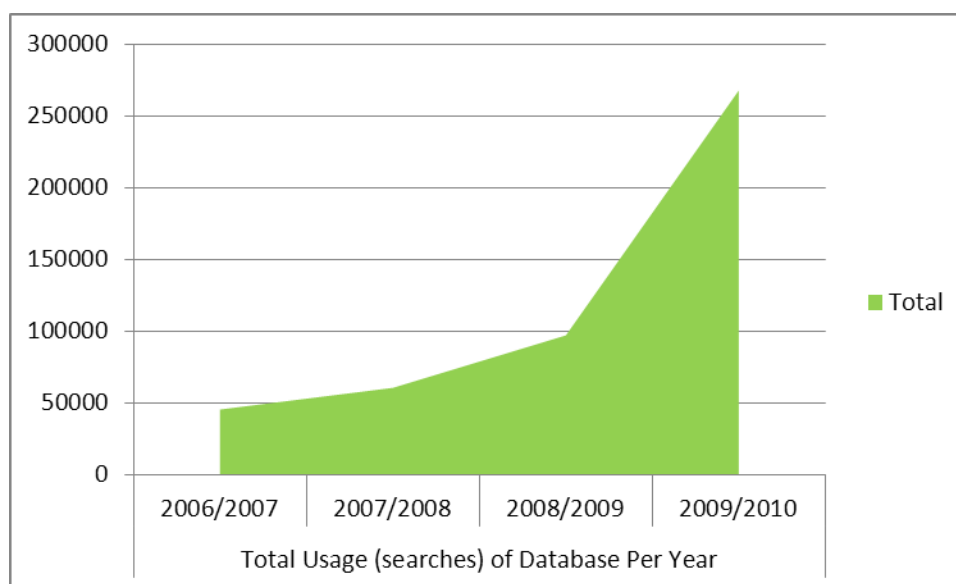
As part of the continued move to enhance services to students, the main computing lab was moved into the library commons area—now called the *Wickham Information Commons*—for the Fall 2010 semester. Access to these computers is available 79.5 hours for the first 5 weeks of the semester and 89.5 hours the remainder of the semester. The centralized location of all these services offers an excellent model of academic support for students, especially those who might be classified as academically marginal, and serves the significant share of Delhi students who do not have a computer.

Library Services and Support are appropriate for the institution's educational programs as evidenced by:

1. 2009 *Student Opinion Survey*, where Delhi ranked 2nd among the technology sector in terms of student satisfaction with library resources, services, and facilities. Furthermore, two library specific questions found a majority of students to be satisfied or very satisfied with library staff and timely delivery of materials, with approximately 30% of students either neutral or responding that they never use the library.
2. The presence of 4 librarians with MLS degrees on staff, available for all but 7.5-17.5 hours of the 79.5-89.5 hours that the library is open (depending on the time of the semester), which is comparable with other technology sector schools, such as SUNY Morrisville, SUNY Cobleskill, and Alfred State College.
3. The diversity of modes of access for library services, including in-person, e-mail, telephone, online chat, and participation in a 24/7 online chat cooperative, all of which can be found on the library's home page.
4. The steady and even increased use of the physical facilities and library collections as tracked by statistics from database vendors, instruction and attendance data. (Library Assessment Team Reports 2008 and 2011, Appendices 3-2 and 3-3.)

Prior Middle States reports have indicated the need for the library to provide resources to accommodate baccalaureate programs, some of which are off-site (such as the BBA in Business & Hospitality at partner community colleges, the online BSN program and the recently launched off-site Criminal Justice degree at SCCC). The library added subject-specific databases to address upper level course requirements and to support faculty doing research in these fields. Electronic resources added in the past five years include OVID for Nursing, Science Direct for Nursing and Veterinary Science, and LexisNexis and PsycArticles for Criminal Justice. All databases are accessible on- and off-campus, and are grouped by subject area, with brief descriptions of each resource. Usage of these databases has steadily improved, as seen in the chart below:

Table 3.2 Total Annual Usage of Library Database



The Resnick Library performs rigorous assessment of its services through user surveys (such as the *Student Opinion Survey*), instruction and student learning evaluations, and analysis of collections usage and acquisitions expenditures. A Student Library Advisory Board was formed in 2010 to provide a student sounding board and to help gather feedback. Program Reviews are completed every three years by the Library Assessment Team which was developed in 2007. The first report resulted in an action list of 12 items, and every item on the action list has been attended to, effectively closing the assessment loop. The Library Assessment Team has recently completed the 2011 Report. The most recent initiatives have examined student satisfaction with research assistance provided by librarians. The study found 93% of students who sought assistance judged the help as contributing “beneficially to the final product.”

The **Educational Opportunities Program (EOP)** assists students who have a demonstrated academic or financial need and possess the characteristics necessary to be successful college students. EOP provides academic and personal counseling and tutoring services through the Learning Center. Campus and system-wide graduation and retention reports are used to assess the success rates for these students and the overall program. These reports track the total number of students enrolled in the program, the number of dismissals, expulsions, and withdrawals, as well as the number of graduation and transfers per year. The total population of students in EOP over the last 5 years has fluctuated between 170 and 200, with 40-60 graduates in a given year. A 2009 SUNY report of the EOP academic success rate (graduation, transfer, retention) shows SUNY Delhi at a 75% rate, from the 2006 cohort (see Appendix 3-4). Delhi’s rate is above the average of 68% for all SUNY technology colleges, and well above the 53% rate for all associate degree institutions.

Tutoring Services includes the Tutoring Center (TC), the Writing Center (WC), and the Math Center (MC). The Math and Writing Centers are available to all students and help address diverse student learning needs by providing students with individualized and small group assistance through drop-in and scheduled appointments. Tutoring for specific courses is provided by professionals and faculty volunteers, as well as peer-tutors. Tutorial Services document the usage, satisfaction, and outcomes of students seeking academic support; reports indicate the number of students served has either remained consistent or increased over the last five years. Similarly, the data show consistency in the outcomes achieved by students, with grades increasing from the mid-term to the final for users of both the TC and WC. The MC has a consistent record of 60%-70% of students earning a C or better in courses for which they sought assistance. The Learning Center actively recruits peer tutors and faculty and staff as well, and in the Fall 2011 semester began offering online writing tutorial services.

Career and Transfer Services are offered through the Resnick Learning Center and have been streamlined and down-sized since July 2010, due in large measure to staffing changes. Services focus primarily on entry level skills in resume and cover letter writing, interviewing skills and transferring to another college. Career fairs are done collaboratively with departments across the campus, and presentations are given in career-related areas as requested by faculty or staff. Many of SUNY Delhi’s academic programs, including CADD and golf management, utilize internships; and faculty focus heavily on utilizing industry contacts and advisory councils for linking students with job prospects.

The **Veteran’s Services** office has seen an increase in students being served, from 15 to 50 over the past few years. Documentation has gone paperless, which has assisted entitled veteran students to

receive their benefits in 2-4 weeks compared to 8-10 weeks. A certifying veterans' official is available to meet with students from initial entry through graduation. Special programs and services are available to veterans as well. The certifying official's office serves as a major resource for information and guidance, and this office works closely with Admissions, Counseling and Student Financial Services. A Veteran's support group was piloted with Counseling and Health Services in January 2011, but did not continue very long due to lack of interest.

Academic Advisement support is also provided through the Resnick Learning Center. The Director of Academic Advisement provides a clearinghouse of advisement information for students, manages the Early Warning system and coordinates training for advisors. Resnick Learning Center staff provide academic advisement to undeclared students, which has been a model that works well because of the close proximity to Career and Transfer Services.

Matriculated students are assigned an advisor through their academic division. All new students are required to meet with their advisor during orientation, and then continue to meet with a minimum of once a semester in order to prepare their academic schedules for the next semester. If a student is on academic probation, has received an early warning notice, or needs additional advisement, additional meetings are arranged on an individual basis. Advisors and advisees work together to develop an educational plan that best suits the students' needs, thus sharing responsibility for the advising process. SUNY Delhi utilizes the Curriculum, Advising and Program Planning (or CAPP) degree evaluation tool which assesses the student's progress toward a particular degree. Although this is a useful tool, there is concern about the accuracy of the information and the consistent usage of CAPP.

Availability of academic advisement, based on the 2009 *Student Opinion Survey* (SOS), was ranked 1st by Delhi students among the technology sector colleges. The average score of 3.95 on a scale of 1-5 ranked SUNY Delhi in the top 5 of all state operated campuses. Moreover, the 2009 SOS results reported the level of satisfaction with general academic advising and academic advising in major as 1st among technology sector colleges and in the top 5 of all state operated campuses. While these scores are a positive indicator, they are not the only measure of quality advisement. The Director of Academic Advisement provides formal advisor training workshops for academic advisors twice a year. While attendance has historically been low, the College has tried a number of different training models to try to increase participation of faculty and improve the quality of advisement. Despite these efforts, however, in interviews with the academic divisions it became apparent that advisement practices are uneven within and across academic divisions.

The **Services for Students with Disabilities Office** is committed to complying with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with documented learning and/or physical disabilities are provided additional support through the Office to help them reach their academic goals. The resources provided these students are determined by their initial evaluation. Student GPAs are tracked to provide data regarding student success rates.

The **English Language Learners** (ELL) program (formerly English as a Second Language, or ESL), is also housed in the Center. The ELL guidelines for academic support services are sent out campus-wide in letters to the faculty. An online tutorial is available using MLA documentation which is required for the ELL class, when offered. ELL students are assisted in navigating the library website. The ELL assessment report from the Fall 2008 and Spring 2009 semesters indicates

student GPAs, in comparison to those who have used the Writing Center. Both male and female ELL students using the Writing Center had an average GPA of 0.5 higher than those who did not use the Writing Center; 85% of those using the Writing Center had a 'B' or better.

Computer Support Services--On the 2009 *Student Opinion Survey* students rated computer support services 4th among the Technology Sector schools, with an average level of satisfaction at 3.54 on a scale of 1-5. However, the college ranked 5th in the sector in the category of student comfort with using computer and information technology. These findings indicate room for improvement. In the Fall 2010 semester, the College incorporated the main academic computing lab into the Resnick Library and Learning Center, providing students access to 68 computers, 7 wireless laptops, and an additional 23 computers in the Library computer lab. Students also have access to two computer labs with approximately 50 computers in Sanford Hall. Staff from Computer Information Systems (CIS) provide technology support every day except Saturday, and are available until 10 pm Sundays to Thursdays. Users receive help from either CIS staff or a student worker on the main floor of the Library until 3:30 pm weekdays, after which a student worker, library staff, or CIS Help Desk staff on the upper level of the Library is available.

Though it is difficult to pinpoint the assessment measures CIS has in place for academic support specifically, statistics are maintained for the Help Desk tickets that the department receives from the campus community. Help Desk tickets are generated for each work order received, and statistics indicate that in the last year, CIS has improved its work completion rates.

The **Office of Records and Registration** maintains student academic records. In 2009, an external unit review was conducted by the Registrar at Hudson Valley Community College. The final report stated that the Registrar's Office provided exceptional service and is appropriately staffed and concluded that the Registrar is upholding the "integrity of the academic records." The Office of Records and Registration complies with the Family Educational Rights and Privacy Act. Students have the right to review their educational record and the process for doing so is outlined in the Student Handbook and Planner.

The Office of Records and Registration reports to the Office of the Provost as of Fall 2011. (Previously it had reported to the Dean of Enrollment Services.) This organizational restructuring was undertaken in recognition of the department's primary function as an academic support service.

Student Support Services

Student support services mirror the College's mission. Each area researched demonstrates services and support to assist students in the total educational experience and meets the standards of excellence. Students are offered resources to support them in their academic, personal and social growth. Delhi has made much progress in the areas of academic and student support, and as a result students experience both academic success and a strong sense of belonging at Delhi.

New Student Orientation is a three day program in late August that is geared towards helping all new students transition to college life. This includes first time freshmen, transfers, returning adult students and commuters. Orientation is one of the College's primary retention initiatives and has successfully stayed fresh and current with continued quality improvement efforts. These include a stream-lined orientation program for commuter students, improved provision of mandated

information, updates to the academic convocation, and the development of a more efficient and effective check-in process. New Student Orientation is one of the College's most highly rated student support services. *Student Opinion Survey* data in 2006 and again in 2009 reflect a 1 of 9 and 1 of 7 rating among SUNY Technology sector colleges, and a 5 of 27 and 6 of 24 rating among all State-operated colleges respectively. In addition, surveys of student participants, student orientation leaders, and annual staff assessment of the program contribute to the program's success.

The Delhi Campus Child Care Center (DC-4) provides a crucial service for students with children and directly supports the mission of the College by allowing parents to pursue their education and prepare themselves for service, leadership and successful careers. DC-4 is accredited by the National Association for the Education of Young Children (NAEYC). An annual self-study is submitted for accreditation which attests to the staff's curriculum development for and physical care of the children as well as the staff's continuing education in areas related to child care and development. Each year, parents and guardians fill out surveys regarding their perceptions of their child's care. Parent-teacher conferences are offered twice annually to each family. Assessment results have led to plans to build a new childcare center on the Valley Campus that will nearly double the current capacity of 55 children, to serve students who are parents or guardians as well as provide more outside space for children to play. Construction began during June 2011 and is projected to be completed in the summer of 2012.

The **Office of Student Financial Services** supports student success by providing crucial financial aid and support services to help keep college affordable for students requiring financial assistance. Approximately 87% of SUNY Delhi students receive some financial aid, and 793 full-time students receive full Pell awards. Students receive an award letter explaining what aid they will receive and this information is posted via BroncoWeb. During orientation, Financial Aid staff members offer workshops on financial management. The website is regularly updated with current information so that students can get answers to many questions independently. When a student meets with a financial aid counselor, the meeting is documented on Banner so that other staff have current information. Information about regulations and financial aid eligibility is also published in the *Student Handbook and Planner*.

The department has surveyed students and uses the comments to improve customer service issues. Staff members also gather anecdotal feedback from students to assess areas for improvement. Reports are routinely generated on what financial aid has been paid and who still has outstanding balances. With this information, the office contacts students who still need to complete paperwork so that all aid can be awarded. Financial Aid counselors work closely with student accounts to manage student finances and any extra grant money is offered to students who are in need.

The Financial Aid and Student Accounts offices were recently merged (Spring 2011) and now are organized as the Office of Student Financial Services. The goal of merging these areas is to improve customer service, since historically students were sent back and forth between the offices. This will allow for more efficient use of resources and provides an opportunity to cross-train employees.

Counseling and Health Services contributes to the mission of the College by supporting and encouraging students' physical and emotional health and well-being, and by teaching them to be informed health care consumers. The department provides valuable training for student paraprofessionals such as RAs and consults with faculty, staff and administrators. In addition,

Counseling and Health Services has offered support groups to students such as veterans, international students and gay/lesbian/bisexual/transgendered/questioning (GLBTQ) students.

Assessment of Counseling and Health Services is conducted in several ways. The department has consistently ranked highly on the *Student Opinion Survey*, with Health Services ranked 4th of 24 of State operated campuses. Additionally, a comprehensive user survey is conducted annually. The most recent results show a 95% or higher satisfaction rate (Counseling and Health Services, "Assessment Summary"). Counselors collect detailed user surveys, and evaluations on department outreach activities are routinely collected. Usage is tracked by semester, including overall number of visits, number of individuals seen, type of visit and diagnostic categories, and medical provider seen. Feedback from students led to an adjustment in service hours to better meet student needs.

Residence Life seeks to develop a sense of belonging and respect within the residential community by helping students make informed choices, develop critical thinking skills, make ethical choices and assume personal responsibility. Students' academic and social experiences at college are supported and enhanced through diverse programs facilitated by staff members. The department provides numerous employment opportunities (RAs, Night Hosts), fostering students' sense of responsibility and independence, and guiding them in the development of life-long skills.

Residence Life maintains programs to enhance student learning such as the "living learning environment" for Veterinary Science Technology majors. Over 300 residential programs and activities are sponsored each year. Additionally, in response to student requests, the residence life department added a new gender neutral housing option in one of its residence halls, and created a few pilot coed townhouse units at Riverview to support students.

The department strives to support the College's enrollment goals, and on-campus living is desired by the majority of students with fall residence hall occupancy rates regularly exceeding 110%. Two new residential buildings, Catskill Hall (opened Fall 2004) and Riverview Townhouses (opened Fall 2008) have been constructed to meet the increased demand for suite and townhouse style housing aimed at upper division and transfer students. Another 50 beds were added to Riverview for Fall 2011 to expand on-campus housing options for upper division students which support independent living. Delhi developed and implemented an aggressive capital plan over the past decade, investing over \$11 million in projects such as the complete renovation of bathrooms and laundry rooms (based on student input), door replacements, heating and electrical system upgrades. In 2005, a program to replace all the student bedroom furniture began. The program ended in the summer of 2010 having replaced every set of student room furniture (6,400 pieces).

The department utilizes multiple forms of assessment, including the *Student Opinion Survey*, an in-house *Quality of Life Assessment Survey* (2005, 2007, 2011), tracking completion of the Residence Hall Capital Plan, tracking student GPAs and Resident Assistant (RA) GPAs, tracking of occupancy rates by semester, conducting interviews (Fall 2009) and focus groups (Spring 2010). The Residence Life *Quality of Life Assessment Survey*, administered in May 2011, had 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.

The **Judicial Affairs** function seeks to uphold community standards, educate students about the consequences of their behavior, and to encourage community development by implementing

preventive programming and addressing violations of community standards and college policies on and off campus. Expectations for student behavior are clearly laid out in the Student Code of Conduct which is reviewed with students each year and is included in the *Student Handbook and Planner*. Each student receives a hard copy, and it is also available online. The Director provides training for residence life staff, the Student Conduct Council, and facilitates the Decision Making and Social Responsibility workshops for first level alcohol or minor marijuana violations. Students with a second violation are mandated to attend Rethinking Experiences With Substances Including New Decision Making (REWIND) classes that are taught by members of the counseling staff. The Student Conduct Council, made up of faculty, staff and students, is convened for serious cases of student misbehavior.

The department transitioned to web-based judicial conduct software in January 2011. The program allows for a more streamlined process that better meets judicial record management needs. The product provides for online incident reporting, sending correspondence to students, staff and parents/guardians, real-time reports and statistics, including reports for the federally mandated compliance of the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*. This new software system will enhance tracking of incidents, incident location, type, and sanctions that will be very useful in terms of assessment which occurs regularly. Semester and yearly judicial reports are shared and analyzed in regard to trends and effectiveness of various interventions.

The **Athletic Department** offers students the opportunity to participate in team and individual sports on a collegiate level, while intramurals and recreational activities encourage students to participate in activities that support their health and wellness. The athletic programs provide learning environments for all students and promote leadership skills, diversity, and a sense of community and strive to enhance the students' experiences at the College by teaching them to become skilled and productive citizens.

The college sponsors 21 intercollegiate athletic programs, 19 at the NJCAA Division III level and two (Men's and Women's Golf) at the NAIA level. The College currently offers 11 varsity women's teams and 10 varsity men's teams. In 2010, there were 217 student participants. The male-to-female ratio of athletes was 134 males (61.7%) and 83 females (38.3%). The overall ratio for the College at that time was male (56%) and female (44%). SUNY Delhi has begun to discuss the feasibility of moving the remaining NJCAA programs to a new conference allowing for baccalaureate students to compete.

As required by the NJCAA and NAIA governing organizations, each student athlete is required to maintain a minimum grade point average of 2.0 and to maintain adequate academic progress, defined as 12 credits per semester of college enrollment to be eligible to participate. Coaches closely monitor the academic progress of the student-athletes who are required to participate in "study halls." Over the 2010-11 academic year, 60 athletes achieved a cumulative GPA of 3.0 or higher and the average GPA for all teams was 2.57 (virtually the same as the previous year).

The success of Delhi's intercollegiate athletic programs is also measured by the number of athletes on the roster, retention rates of student-athletes, team and individual GPAs and a competitive record (.500 or better). The SUNY Board of Trustees requires that an Intercollegiate Athletic Board provide additional input into the athletic program at the College.

The Fitness Center Coordinator engages in annual assessments of usage, reviews survey results, and plans for equipment replacement. The Intramural Coordinator evaluates participation rates after each season to establish goals for the following year. The majority of offerings have seen increased participation in the past two years. This increase has resulted in each team registered having fewer competitions during the season due to lack of appropriate facility space. A new addition to the Clark Field House, completed in Spring 2010, has had little impact on the intramural program as this space is insufficient.

Student Activities strives to provide high quality entertainment and activities for a diverse and energetic student body. The program is funded by a Student Activity Fee that is governed by SUNY policies. Campus research questions administered through the *Student Opinion Survey* in 2009 indicated that 70% of students are involved in some aspect of campus life, with 17% holding leadership positions of some type. Forty-three campus organizations offer students leadership opportunities (each club has six leadership positions) and each year, a few new clubs are created based on student interest. The Student Senate is the official student government for the campus and is comprised of an elected executive board and a representative from each club. It meets weekly and determines budgets, discusses policies and procedures, and serves as a link between the administration and the students. There are also seventeen recognized Greek organizations; eight are male, six are female, and three are co-ed.

Over the last decade, a co-curricular transcript was created to encourage students to formally document their out-of-the-classroom activities. Workshops explain the process and procedures. Students may graduate with a formal record of their activities that provides them an edge with future employers, transfer institutions, or graduate schools.

Student Activities staff evaluate activity type, frequency, and attendance at programs throughout the year. The staff also regularly examine GPA trends within the Greek Community. The Student Programming Board (SPB) sponsors and evaluates program offerings and activities. In addition, the financial operation of the student activity program is audited on an annual basis. There is also an annual review of risk assessment with our liability insurance company. Finally, student activities are assessed on the *Student Opinion Survey* and student concerns are addressed by that office.

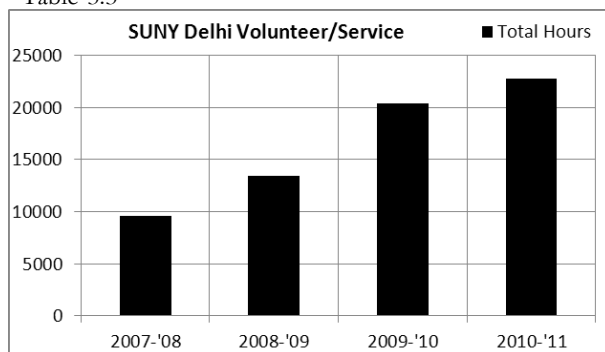
The Farrell Student and Community Center reopened for the Fall 2010 semester after a \$20 million renovation. The new Center stands as a true testament to Delhi's student-centered campus. The facility was designed to support students every day with modern dining venues, a commons area, the campus store, The Okun Theatre, a dance and exercise studio, an art center, drawing studio, radio and TV station studio, student-friendly lounges and meeting places, and dedicated space for clubs and student leaders. The Center also houses the Student Activities Offices, the O'Connor Center for Community Engagement, and the CADI offices.

The **O'Connor Center for Community Engagement**, supported in large part by the *A. Lindsay & Olive B. O'Connor Foundation*, is the hub for volunteer activity, matching students, clubs, classes, faculty and staff volunteers with service opportunities in local non-profit agencies and organizations. The Center has received statewide and national recognition for its high quality, grass-roots programming and exceptional student participation rates (70% according to the 2009 *Student Opinion Survey*). The program sponsors a service learning fellows program through which faculty members receive a small stipend to develop service learning courses. The program began in 1999,

and college financial support was increased in 2007 to upgrade from a part-time to a full-time coordinator.

Students reaching high levels of service are recognized both on their co-curricular transcripts and by the exceptional community service leader awards bestowed graduates in December and May. In the 2009 *Student Opinion Survey*, SUNY Delhi students again rated opportunities for community service very highly with an average score of 3.80, with the College receiving the highest rating for the technology sector (1st of 7) on this item, and 6th of 24 for all state-operated campuses. In a question that asked whether students had been involved in community service through a program at the College, students responded with a 2.6 average rating, which again ranked highest for the technology sector (1st of 7), and 4th of 24 for SUNY as a whole.

Table 3.3



Off-Campus Programs: In Fall 2011, a new community outreach program was piloted. Two student Community Assistants were hired to enhance programming, peer education and to serve as liaisons between students living off campus and local officials. The Mayor's Task Force on College and Community Relations was formed in the Fall of 2008 to discuss issues that are relevant to both the campus and local community. The purpose of the committee is to review issues involving students, landlords, local laws, and concerns about building safety. The joint task force includes students, community members, College administration and Village of Delhi representatives. This task force has been helpful in bridging town/gown relations and promoting collaboration.

Grievance Procedures: Each student support service area provides programming on campus to assist students from diverse backgrounds with sensitivity and support. The *Student Handbook and Planner*, disseminated to each student at the College, contains information regarding the policies and procedures for filing grievances resulting from both alleged discrimination and sexual harassment. Many of the areas investigated have methods for handling student complaints. For example, the Delhi Campus Child Care Center (DC4) has a written complaint policy that is published in the Center's Parent Handbook, and Residence Life publishes their complaint and grievance policy in the Housing Policy Guide. There are also clear procedures for students to appeal disciplinary decisions which are described in the Student Code of Conduct. Complaints and grievances may be addressed at any number of levels.

Student Records: Private information is respected at Delhi. With the exception of DC4, which operates as a separate entity, all areas of the College are bound by the Family Educational Rights and Privacy Act of 1974 (FERPA). Areas of the College managing confidential health information, such as Counseling and Health Services, are not only bound by FERPA legislation, but also by the Health Insurance Portability and Accountability Act (HIPAA) which ensures the confidentiality of medical

and other health records. The rights granted to students in this legislation as it pertains to the privacy of their records are published annually in the *Student Handbook and Planner*.

Campus Bookstore: The College contracted with Barnes and Noble in January 2008 to run the campus bookstore. Barnes and Noble has improved services in a number of ways by providing nationwide availability of textbooks and a generous return policy; partnerships with industry leaders; marketing, advertising, seasonal and merchandise promotions; name recognition; state-of-the-art technology; new store for the campus; scholarship support; student manager and internship opportunities; and faculty and campus support. The Barnes and Noble Campus Store judges and improves performance based on “secret shopper” reports which are conducted three times a year. This information is collected and shared and used to improve services. For example, student worker training was increased regarding telephone protocols when the secret shopper experience indicated problems. Feedback is also provided to management through academic leadership and the Student Senate. In January 2008, a campus-wide Bookstore Committee was formed and met twice but due to lack of interest is no longer functioning. Currently, no records are kept of complaints.

The College Association at Delhi, Inc. (CADI) operates all food services on campus. CADI conducts surveys and has utilized focus groups to gain student feedback on the services that are offered, on proposed changes and for suggestions and ideas. Survey results are provided to the functional area managers to assess and make changes as required; unfortunately, results and findings have not been recorded or kept on file, and focus groups have been poorly attended by students. The Student Senate also provides feedback through its Food Committee and has worked extensively in recent years to recommend improvements. *Student Opinion Survey* questions are used to evaluate campus food services, and managers were disappointed by the 2009 results and brainstormed strategies to respond to student concerns. They have worked to address the variety of food choices and menu planning has become a prime focus. Given these challenges, CADI recently created a new position, a Marketing and Sustainability Coordinator, to provide leadership for assessment activities and marketing.

Student Employment: Almost every unit employs students, with approximately 750 students employed on campus. Many students need a job to support themselves as they pursue their education. Delhi strives to make this employment meaningful in regards to their course of study by matching work-study students with relevant areas of the campus. Beyond work study, the student assistant program was begun in 2009 as a campus initiative to expand employment. CADI is the largest employer on campus and these employment opportunities foster a student’s sense of responsibility and independence and guide them in the development of life-long marketable skills. The flexibility that CADI employment offers allows students to work up to 20 hours a week while accommodating their academic schedules.

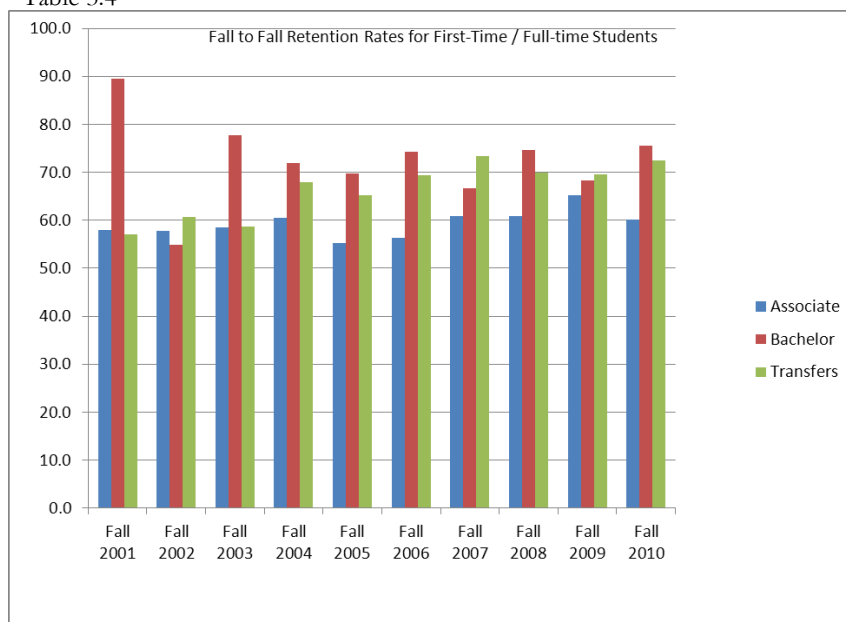
The **University Police Department** provides law enforcement and emergency services for the campus and places the highest priority on the safety and well-being of its students, faculty and staff. The department assesses its effectiveness continuously by regularly soliciting student feedback, analyzing trends and working closely with the campus-wide Personal Safety Committee. The department completes an annual federally mandated campus safety report that details the statistics for the last three years. University Police offer a number of crime prevention programs and activities and provide leadership for safety and security enhancements on campus such as video technology, etc.

Retention

Over the last 10 years, Delhi has focused heavily on specific methods to improve retention, some of which have shown great rewards. Through various targeted approaches described below, and through improved academic and student support services and programs, fall-to-fall retention rates for all student types, across all programs, have shown clear and steady improvement.

Across all programs fall-to-fall retention rates for new freshmen (excluding continuing education) were fairly consistent from 2001 to 2006 with an average of 57%. However, there was a sizeable increase in this rate to 61.2% and 61.4% in 2007 and 2008 respectively.

Table 3.4



There have been a number of new initiatives to address student retention, including: a new parent email communication system; a campus-wide common hour beginning Fall 2011 which provides new opportunities for programming and community building; and a pilot program entitled Resident Students In Search of Excellence (RISE) for students on academic probation living in Murphy Hall.

The SUNY Delhi **Retention Committee** has continued its focus on campus-wide retention and was successful in producing a Retention Plan and six specific Action Plans (see Appendix 3-5). As a result, advisor training workshops were offered to improve student advising, technological aids such as Retention RT and CAPP were promoted, roundtable discussions about respect and civility on campus were conducted, and a push was made to recruit more baccalaureate and transfer students. The committee has largely been inactive since 2009, however, when retention efforts were integrated into the Budget and Planning process. Responses from units on this subject were uneven, and the most current unit plan template no longer addresses retention initiatives. Therefore, the College is re-examining the charge for the Retention Committee and is looking to refocus its efforts.

The **Early Warning System** is one of the major tools used to identify students in academic jeopardy. It is an online tool accessible to every faculty member through the BroncoWeb, which was developed in collaboration with SICAS in 2006. Warnings are intended to be sent to students early so that the student can follow the instructor's recommendations to improve his or her performance. The Director of Advisement, who oversees the system, reports that increased usage of the Early Warning System has positively contributed to student learning as measured by their course grades. Since 2006, faculty participation has increased, and this has a positive correlation with students' successful outcomes. In Fall 2006, 112 faculty members turned in Early Warnings for a total of 746 students, 66% of whom avoided an 'F,' and 25.3% of whom improved their final grade. In Fall 2010, 141 faculty members turned in 1,699 Early Warnings for a total of 885 students, 72% of whom avoided an 'F' as a final grade, with 17.8% increasing their final grade.

The College piloted **Retention RT**, which provided a "predictive model" for student success, between 2008 and 2010. It seemed to help facilitate discussions between faculty and students, but the project never proved itself as a metric for academic success or failure and was discontinued in 2010 based on campus feedback and low participation rates. This initiative is a good example of the College's willingness to try a new approach, assess it, and make adjustments as appropriate.

Probation Contracts are a method employed by the campus to intervene with students who fall below a 2.0 GPA in an effort to help them return to good academic standing. All students on academic probation are required to sign contracts with their advisors in the first week of the semester, and students who do not sign or do not abide by the contracts are subject to dismissal. Probation contracts are not consistently implemented across academic divisions and the advisors' approach to the contract is uneven. Several strategies have been tried with students on academic probation in recent years with very limited success. This is an area that needs further study.

The **Freshman Seminar**, UNIV100, has met with measurable success. The one-credit course began as a requirement for students in the Veterinary Science Technology Living and Learning program, and as an elective course for Liberal Arts and Sciences students in 1999. It slowly expanded to 12 sections by 2004. The Liberal Arts and Sciences Division and Residence Life Department teamed up to offer pilot sections of Freshman Seminar for students living in Russell and O'Connor Halls beginning in 2009. This pilot program has met with positive feedback from students and faculty members. For the Fall 2011 semester, there were 22 sections, which included three for Veterinary Science Technology students in the Living and Learning Community on campus. These classes are taught by faculty and staff who volunteer for this extra service assignment. Based on six years of positive statistics, the Freshman Seminar course became a requirement for all Liberal Arts and Sciences students in Fall 2005. In the first fall that the course was required, the dismissal rate for Liberal Arts and Sciences students was reduced by half from 22% to 11%. From 2005-09, the dismissal rate has remained constant between 11% and 15%.

Strengths

Admissions

- The reputation and strength of many of the College's unique academic programs attract many students and are emphasized through campus-wide marketing. The College's strong reputation for academic and campus life has spread by word of mouth among graduates, alumni, current students and their families.

- Students who visit Delhi tend to enroll, attend, and succeed. The population of application withdrawals (prior to attending) comes from those who have never visited the campus. Accepted Student Day programs are assessed and enhanced to provide students and families with the most accurate information and programming needed to enroll and be successful. Feedback from these visits from students and parents are consistently positive, with 93-99% of responses falling in the satisfactory to excellent range.
- Since the prospective students seek a more “immediate response,” the current focus is targeted towards online communication, web based forms, and social media. These methods conserve financial and human resources and provide excellent customer service.
- The admissions communication plan ensures that all students receive specific information regarding financial aid options and procedures to pursue grants, loans and scholarships. Financial aid, grants, scholarships, loans and refund data are all easy to locate on the College website.

Academic and Student Support Services

- The Resnick Library has implemented comprehensive assessment tools since the last Middle States review. These assessments, along with the *Student Opinion Survey* data, demonstrate that the Library is meeting the needs of the campus and closing the loop on assessment.
- The Academic Advisement Office has continued to provide comprehensive and accurate training to advisors to ensure that students are provided accurate information throughout the academic advising process.
- Campus response to student needs and suggestions has led to great improvements in student housing (Residence Hall remodels, Riverview Apartments) and student programming (Farrell Student and Community Center, O'Connor Center for Community Engagement).
- The EOP program at SUNY Delhi is very successful in supporting student's academic and personal goals as evidenced by the data.

Retention

- The Early Warning System and the Academic Advising System are both effective and highly rated.

Challenges

Admissions and Retention

- The regional demographic change (a decline in the number of high school graduates in the next five years) will lead to more competition for the same traditional students.
- The retention plan is outdated and data have been challenging to find. Data were not available in a format that allows for comparison of ethnicity, socioeconomic status, and academic status for students from the time they are admitted until they graduate.
- On the 2009 *Student Opinion Survey* students reported studying a median of 7.1 hours per week with an average time spent in class of 18 hours. In addition, a credit analysis of residential students raised concerns regarding lighter academic loads. This has been identified as an area of concern and one needing further study.

Student and Academic Support Services

- Career counseling and job placement is a challenge on our campus, due in part to staffing changes.
- CAPP evaluations, both in terms of consistency of advisors' usage and of the accuracy of the templates, need improvement.
- Usage of the Early Warning System is uneven across the disciplines.
- Probation contracts are not consistently implemented across the divisions.
- While the student population has increased on campus, off-site and through distance learning programs, academic support staff and budgets have remained the same.
- The evidence suggests that librarians have a commitment to developing students' information literacy, but that there are not enough resources to support the entire campus. This is true for both implementation and assessment of learning outcomes. It is unclear how well information literacy standards map on the general education requirement.
- It is not clear that the level of technological support for students is consistent once student workers assume help desk responsibilities. Ongoing assessment of these services, aside from the Help Desk statistics, appears to be lacking.
- The Athletic Department continues to struggle with female participation in varsity sports and this challenge mirrors the College's gender breakdown.
- Students continue to see dining services as an area of concern in that food is either too expensive or not appealing.

Recommendations

Admissions and Records and Registration

- The College would benefit from further dissemination of the campus enrollment plan.
- More in-depth and ongoing methods of student assessment would be recommended to accurately assess the overall effectiveness and outcome of services provided.
- The College needs to regularly track and share student academic progress by demographics including gender, ethnicity, socioeconomic status and academic preparedness.

Advisement and Retention

- The College needs to update the charge for the Retention Committee with a focus on issues raised in this report.
- Faculty utilization of the Early Warning System needs to be more institutionalized to ensure reaching all students regardless of discipline.
- The CAPP needs to be assessed for accuracy and faculty should be encouraged to utilize it on a regular basis.
- The campus should encourage participation in trainings for new and seasoned advisors to ensure that policies and procedures are followed as intended and to share best practices.
- The academic probation process/contract procedures and enforcement are in need of attention. Greater consistency across campus should be achieved.

Academic Support Services

- The Resnick Learning Center should expand its assessment efforts and look to develop more effective tracking methods. The impact of staffing cuts should be assessed.
- Additional information literacy initiatives will need to be implemented. These efforts would also benefit from greater collaboration between librarians and the faculty involved in the ongoing general education assessment.
- CIS should review its mission statement to reflect its commitment to student support and implement assessment strategies to evaluate the quality of support provided to students.

Student Support Services

- The College Association at Delhi, Inc. (CADI) needs to preserve assessment data and use assessment results.
- All student support services need to be evaluated to determine their current and future ability to support enrollment growth (both on campus and online/off-campus).
- Athletics should conduct an analyses to consider adding another women's program. Also, athletics may want to create a formalized process for the recruitment of student athletes.
- Future planning for athletic facilities should work to address the lack of space and scheduling constraints that currently affect intramural activities.

Conclusion

A new Strategic Plan has been developed for the future as the College approaches its second century and the conclusion of the Self-Study process. The timing could not be better for the College to review and refocus the activities necessary to accomplish the Strategic Plan goals laid out for the next five years in the areas of recruitment and retention-related goals. The data support the substantial progress that SUNY Delhi has made in the areas of enrollment growth and student retention and success. The College cannot rest upon its laurels, however, and must continue to be vigilant and focused on recruiting and retaining students. Improvements to planning and evaluation and a renewed and re-energized focus on retention and academic support services are critical to future success. As we complete the Self-Study process at this exciting milestone for the institution, it will behoove us to reformulate our academic support, student support and retention-related goals.

Chapter 4— The People Who Build a Responsible Campus Community

Standards: 4, 5, 6, and 10: Leadership and Governance, Administration, Integrity and Faculty

Over the past decade, SUNY Delhi has made impressive progress on the recommendations addressing leadership and governance, administration, integrity, and faculty. The 2001 Middle States Self-Study Report contained a number of recommendations concerning faculty and staff credentials and development, establishing clearly defined administrative roles, quality and support of part-time faculty, faculty evaluation and increasing faculty diversity. As the *2007 Periodic Review Report* attests, SUNY Delhi has worked to address these concerns. Though some progress remains to be made, the College has advanced significantly in these areas as of 2011.

The major recommendations outlined in past reviews were:

- Clarification of the functions and authority of the newly created deans' positions with appropriate training.
- Stimulate, encourage, and reward the participation of all faculty in College governance and other opportunities for College service.
- Expect and support the ongoing professional development of faculty to assure their appropriate credentialing, as well as their currency in discipline and in pedagogy, particularly critical for baccalaureate programs.
- Greater attention to the appointment, supervision, and review of teaching effectiveness of part-time or adjunct faculty.
- Standardize course outlines and syllabi, the primary means by which adjuncts are made aware of course design, expectations, and assessment techniques.
- Expand efforts to hire a more diverse full-time teaching faculty.
- Develop plans and procedures for the possible retrenchment or retraining of long term faculty.
- Attention to procedures and systems for faculty evaluation.

The people of SUNY Delhi are a highly qualified, diverse group of professionals who are fully committed to every aspect of student achievement and to the overall success of the institution. Faculty and staff members volunteer after hours to tutor students in the Resnick Learning Center, staff rearrange schedules to transport students to service learning opportunities, facilities staff collaborate and work side by side with students and faculty on campus projects, and faculty and staff drive cross country to support culinary students in national competitions. These are just a few examples of the high level of commitment to academic achievement and student success at SUNY Delhi.

The people of SUNY Delhi like working here and they are proud of their college: 85% provided positive responses to questions addressing connection to the institution and pride in *The Chronicle of Higher Education's* "Great Colleges to Work For" Survey in 2009, 2010 and 2011. As a result, *The Chronicle* recognized Delhi as a "Great College to Work for" in 2009 and 2010 and returned very high marks in key categories in 2011. Over the past three years, the College was recognized as "very good to excellent" in Professional Development; Compensation, Benefits and Work/Life balance;

Facilities; Supervisors and Department Chairs; Job Satisfaction and Support; Faculty, Administration and Staff Relations; and Respect and Appreciation.

Table 4.1 Chronicle Great Colleges to Work For Survey									
	2009			2010			2011		
	Delhi Results	Best in Size	Carnegie: Baccalaureate	Delhi Results	Best in Size	Carnegie: Baccalaureate	Delhi Results	Best in Size	Carnegie: Baccalaureate
Satisfied with the respect and appreciation they received	77%	82%	72%	76%	76%	65%	73%	77%	67%
Response Rate	52%			51%			53%		

Furthermore, the institution is led by qualified and enthusiastic leaders who support and facilitate the development of the College and its community. A clearly defined and active governance structure guides policy and resource development. Fair and impartial processes, sound ethical practices and equitable treatment of all constituents fosters a climate of academic and intellectual freedom and mutual respect. Well prepared faculty and professional staff are committed to engaging students for success and bear responsibility for creating, revising and evaluating instructional, research and service programs. SUNY Delhi's mission and goals and Strategic Plan inspire and permeate these activities and a commitment to assessment ensures that overall effectiveness, as well as the effectiveness of individual programs, services and systems, is constantly evaluated and improved.

Leadership and Governance

The College was established by the laws of New York State on May 24, 1913. The Board of Trustees of the State University of New York oversees the entire 64 campus SUNY system. The Trustees appoint the Chancellor who serves as Chief Executive Officer, is responsible for evaluating each of the campus presidents, supervises system administration and reports to the Board of Trustees. SUNY Delhi President, Dr. Candace Vancko, had her most recent evaluation by the SUNY Chancellor in the Fall of 2011. The Chancellor reaffirmed that the College has a well-functioning leader.

SUNY Delhi has a clearly defined and well-functioning leadership and governance system. The campus operates in a climate of shared responsibility in which all constituencies participate in the development, execution and evaluation of mission and goals. The multi-tiered system of governance, which relies upon participation by the College Council, College Senate and Student Senate, as well as by faculty, staff and administrative officials, is in conformance with state laws and requirements and successfully promotes the shared mission of the College. Overall, the various governing bodies and offices are effectively performing the complex tasks of monitoring the implementation of existing policies, generating new policies when needed, issuing reports on their activities, while providing for meaningful top-down and bottom-up interaction that supports responsible, inclusive decision making. Readily available, written policies delineate the

responsibilities of governance organizations, administration, faculty and staff. The governance structures of the College and their members show a high degree of commitment to fulfilling the College's mission. They provide appropriate oversight, as well as allowing for participation by all members of the campus community, either directly or through an elected representative.

The College Senate

The College has emerged from the "governance crisis" it faced in 2001 with a strong and functional College Senate. This representative body is a full participant in college governance, policy development and recommendation, planning and evaluation. The budget and planning committee, a College Senate working group, has developed an annual process, in concert with administration, which involves all campus units and allows for participation of faculty and staff at all levels of the organization. Participation in departmental, divisional and College-wide committees and efforts, including governance, is expected and encouraged for all faculty and professional staff. This expectation is woven into the continuing/permanent and term appointment process and the promotion process, and is a factor in determining discretionary compensation.

The College Senate's by-laws are clearly written and are available on the College's website. The by-laws outline the governance structure, establish duties and responsibilities and delineate the selection process for members. There are 32 elected Senators, many of whom have been long-standing members and who have a thorough understanding of the governance process. The Senate Operations Committee conducts an annual election to choose at-large Senators (thirteen of the total), with approximately half of the Senate alternating in order to provide continuity. The election of senators is the responsibility of each academic and professional unit, which may also elect an alternate Senator. Each elected Senator serves a term of two years concurrent with the Senate session and may be re-elected for an indefinite number of terms. Senate meeting minutes are posted on SUNY Delhi's website.

College Senate members broadly represent the college community and bring with them a wide range of expertise on multiple topics. Online and off-site staff participate in the meetings through a conference call. The Presider ensures that Senate matters are reviewed promptly and appropriately and chairs the Senate Executive Committee, meeting regularly with the College President to discuss issues of concern to the Senate. He/she also logs and routes all items of business to the appropriate committees. The College President and the Provost attend senate meetings on a monthly basis to update the senate and to encourage dialog.

The College Council

The overall operations of the College are monitored by the College Council, a body which consists of nine members appointed by the Governor and one member elected by the students. The College Council operates in accordance with the laws of New York State (NYS). College Council members are subject to the NYS Ethics and Public Officers laws and the oversight of the NYS Commission on Public Integrity, including the conflict of interest provisions. Members of the College Council appointed by the Governor serve for a term of seven years; the student member serves for one year. The Council Chair is appointed by the Governor. A complete list of College Council members appears in Appendix 4-1.

The responsibilities of the Council include recommending candidates for campus president to the SUNY Board of Trustees, reviewing all major plans of the campus president and making relevant recommendations before they are submitted to the SUNY Board of Trustees for approval. The Council develops regulations regarding campus facilities, fosters the development of advisory citizens' councils, names buildings and grounds and approves the *Student Code of Conduct*. The College Council is also responsible for making an annual report to the SUNY Board of Trustees.

The College Council meets at least four times a year. Meetings are attended by the ten-member body, the President, members of the Cabinet, the President of the College Senate and the University Faculty Senator. Prior to each meeting, Council members receive a written report that includes up-to-date information from each of the campus units. At each meeting, the College Council members receive a report from the President as well as brief updates from various functional units. The Council is included in College-wide activities and programs. SUNY Delhi's College Council meetings are recorded and the minutes are available on the College's website. The roles and responsibilities of the College Council are clearly set forth in the *Policies of the Board of Trustees* and the *ACT Handbook, Association of Council Members and College Trustees of the State University of New York*.

The Student Senate

The Student Senate is composed of elected officers and representatives of various student groups, and coordinates and supervises student sponsored activities. The Student Senate is the primary student governing body and meets weekly when College is in session. Student senators are elected to represent a campus club or organization, and must be in good academic, campus, and community standing. Elected Senators are appointed for the following academic calendar year. Elections for Executive Board positions, President, Vice President, Secretary, and Treasurer, are campus-wide campaigns held during the late spring semester affording each SUNY Delhi student an equal opportunity to vote.

The SUNY Delhi Student Senate is governed by and strictly adheres to the *Constitution of The Student Senate of The State University of New York at Delhi, New York* (available on the College's website), which is reviewed annually by the Constitutional Review Board. Proposed changes are vetted and ratified by the Student Senate prior to implementation. The Student Senate provides a forum for student input into matters which affect them and facilitates dialog between students and the College administration. Student Senate finances are independently audited on an annual basis. Minutes of Senate meetings are posted to the web.

Administration

SUNY Delhi's administrative structure is effective in organizational management and in providing leadership for learning, research and scholarship, high quality services for students, faculty and staff, continuous improvement and overall support of governance and organizational effectiveness. The College is organized into six administrative units: Academic Programs and Services, Operations, Business and Finance, Student Life, College Advancement, and College Relations. Areas reporting within each of these administrative units are identified in the organizational chart (see Appendix 4-2). Members of the President's Cabinet lead each of these organizational units, ensuring that all areas are represented within the executive team. The academic structure includes deans, department chairs

and program directors. Administrative, Student Life and student service functions are headed by managers and directors, organized under the appropriate Cabinet member.

Dr. Candace Vancko, the College President for over 12 years, is an excellent leader and administrator with the combination of academic background, professional training and other qualities appropriate for leading the College and carrying out SUNY Delhi's mission. Other College administrative leaders also have the requisite skills, degrees and training to carry out their responsibilities and functions. In comparison with SUNY Delhi's sister colleges, appropriate staffing levels are in place. Research and data fuel decision-making systems which support the work of administrative leaders. Clear documentation of the lines of organization and authority are reflected in job descriptions and in day-to-day institutional operations. Administrative structures are regularly evaluated and reviewed and changes are made to achieve greater efficiency and effectiveness. SUNY Delhi's administrative structure and personnel have been highly effective in leading the institution to significant success over the past ten years.

At the time of the 2001 Self-Study, the College had recently appointed four academic deans. Previously, a group of department chairs reporting directly to the Provost comprised the academic administrative structure. The deans are highly qualified, seasoned collegiate administrators with clear job descriptions and well-defined roles within the organization. The change has been successful and recently, the number of deans was reduced to three, and an Associate Dean was appointed for the School of Nursing. The academic structure is reviewed and revised periodically based upon program changes and alignment. For example, as off-site programs have increased there has been the need to add an inter-institutional coordinator position.

SUNY policy calls for the College President to be evaluated bi-annually by the Chancellor of the State University of New York. Management/Confidential employees are evaluated every two years using a standard instrument, which includes evaluations by colleagues, subordinates, supervisor, and a self-evaluation.

Integrity

New York State's Ethics and Public Officers laws, as well as SUNY Delhi's personnel policies, govern the conduct of all employees when participating in governance or other activities. These ensure that ethical standards are observed and that potential conflicts of interest are disclosed and appropriately handled. These policies address matters such as remuneration, contractual relationships, and employment, family, financial or other interests that could pose potential conflicts, assuring that those interests are disclosed and do not interfere with the impartiality of faculty, staff and College Council members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The basis for policies and practices in hiring, evaluation and dismissal of employees, faculty promotion and tenure, and grievance procedures are found in state and federal law, contractual agreements with the bargaining units that represent the College's employees (CSEA, UUP, PEF and Police Benevolent Association), in the *Policies of the Board of Trustees of the State University of New York*, and in the regulations of the New York State Department of Civil Service. The College's own procedures, based on the tenets of these policies, are clearly defined in the *Faculty/Staff Handbook* (and in the *CADI Employee Handbook*, for personnel who work for the College Association at Delhi, Inc.).

The College adheres to the highest ethical standards in all of its operations, programs and services. Academic and intellectual freedom and freedom of expression are central to institutional values and operations and are afforded to all members of the campus community. The concepts of honesty, transparency, fairness and impartiality underlie all of the policies and practices of the institution.

New York State's Ethics and Public Officers laws, as well as SUNY Delhi's personnel policies, govern the conduct of all employees. All employees are informed of these requirements (including extensive conflict of interest policies) at the time of hire and sign an oath of office agreeing to be bound by these policies. These ensure that ethical standards are observed and that potential conflicts of interest are disclosed and appropriately handled when they arise. Senior administrators who are designated as "Policy Makers" (those earning over a pre-determined threshold and faculty who meet the criteria established by the NYS Commission on Public Integrity) are required to file annual financial disclosure statements. The Vice President for Operations is designated as the agency ethics officer and is available to all faculty and staff to answer questions and provide guidance.

Academic policies and the *Student Code of Conduct* provide clear processes for the redress of student grievances, concerns and complaints. Policies also address academic honesty, an area that has been clarified and improved in recent years. These policies are published in the *Student Handbook and Planner* (made available to every student, faculty and staff member) and on the College's website. The academic policies provide for "Redress of Student Complaints" through a graduated process of appeals to the instructor, division dean and the Provost. A parallel process provides an avenue for complaints concerning grades. The *Student Code of Conduct* provides detailed procedures of appeal through which a petition of a campus judicial decision can progress to the Vice President for Student Life, and to the College President. The institution assures that student grievances are addressed promptly, appropriately and equitably.

Course syllabi, the *Student Handbook and Planner*, and the *Faculty/Staff Handbook* have sections on principles, academic integrity, rules and consequences for cheating and plagiarism. Violations are reported through the Early Warning System and are addressed through campus judicial procedures. Protections of copyrighted materials are embedded in printing, campus store and campus computer network policies. Individual programs have academic integrity policies as well.

The College provides a climate that fosters respect among students, faculty, staff and administrators. The 2009 *Student Opinion Survey* showed that 72.3% of students were very satisfied or satisfied that faculty (67.4% for staff) treated them with respect. Efforts to improve students' experiences and perceptions of faculty/staff respect were undertaken by the Retention Committee which led a series of focus group discussions on this important issue.

Accurate institutional information is disseminated and is available in a variety of formats. Announcements, press releases, advertising, marketing and other promotional materials are accurate and truthful. All constituents are kept informed of changes to the mission, goals, Strategic Plan, and organizational values, as well as changes to other areas of significance to the campus community. Methods of communication include the College's website, daily "Delhi Today" email communications, publication of Cabinet meeting highlights, President's forums, coffees and meetings, departmental and division meetings, and campus publications including "Delhi People" and "Horizons." Middle States accreditation information is available in hard copy in the library, as well as in key campus offices. Institutional research and assessment web pages make statistical and

evaluative information available to the campus community and to the general public. The document repository contains additional assessment information as well as complete surveys, planning materials and other important documentation.

Though paper catalogs are no longer published, past catalogs are archived on the website. Currently there are archived catalogs for 2001-2003, 2004-2006, 2006-2007 and 2007-2008. Paper copies of previous catalogs are kept in the Office of the Registrar and other offices across campus. For recent catalogs available only electronically, the College website provides an electronic index and archives copies of the catalogs as sections or policies are updated. This important “contract” between the student and the College has recently been substantially streamlined and improved.

Faculty and Staff

SUNY Delhi’s talented, experienced and diverse faculty and staff are well-qualified and fully engaged in teaching, advisement, service, academic program development, assessment and research. Student success is at the center of the College’s mission.

Overall, faculty credentials have improved markedly over the past ten years. The number of faculty with doctoral or other terminal degrees has increased by forty-six percent (46%) and the number of faculty with master’s degrees has risen by fourteen percent (14%) during this time period. In areas such as the Liberal Arts, the College hires only Ph.D. candidates and in Nursing faculty candidates must possess at least a Master’s degree. Faculty assigned to teach upper division courses demonstrate appropriate academic preparation and possess the pedagogical techniques required for instruction at the baccalaureate level.

Enhanced support for professional development activities, new faculty hires with top-notch credentials and an emphasis on teaching, pedagogy and assessment in staff development offerings have improved currency in discipline specific areas, as well as helped to improve teaching. A rich array of workshops and seminars has been offered to all members of the campus community and they have been well attended. The Callas Center for Teaching and Learning was recently established to provide Delhi faculty with the tools needed to enhance the use of instructional technology in both online and traditional classes. Technology training and integration of technology into the teaching and learning process has been a focus during the past ten years. A series of staff development workshops are held twice a year (plus additional sessions for new employees and for new hardware and software) and a plethora of workshops have been offered on technology and using technology in teaching.

Curricula are designed, maintained and updated by qualified faculty and professionals in collaboration with educational and industry experts. Faculty and staff demonstrate excellence in teaching and other performance measures and continued professional growth. Fourteen current faculty, ten professional staff, and three classified staff members have received Chancellor’s Awards, SUNY’s most prestigious honor. These awards recognize excellence in teaching, faculty service, scholarship and professional service. Strong institutional support is provided for faculty and staff development and advancement. Strong linkages exist between scholarship, teaching, student

learning, research, and service. Standards and procedures for appointment, promotion, tenure, grievance, discipline and dismissal are clearly documented and administered in a consistent and fair manner. Evaluation procedures for all employees of the institution are in place.

Hiring Practices

Appropriate qualifications are established for all faculty and professional staff positions. Factors include commonly accepted educational standards, industry norms, and the requirements of external organizations such as SUNY System Administration and the NYS Education Department. Diligent search processes ensure that individuals hired meet the qualifications established. In the rare instance where a candidate is selected who does not possess the required credentials, attaining these qualifications within a fixed period of time is a condition of continued employment and for tenure.

SUNY Delhi's *Faculty and Staff Handbook* contains clear guidelines for searches for faculty/staff and classified service positions. The guidelines ensure the conduct of open, thorough and fair searches. An internal promotion plan gives individuals already employed on campus the opportunity to apply and be considered prior to the consideration of external candidates. All applicants are able to view information about available positions, the application process and the interview process on the Human Resources web pages and are kept up-to-date concerning their standing as searches progress.

Classified staff in the competitive class are selected according to regulations established by the New York State Department of Civil Service. Hiring is on the basis of ranking established by competitive examinations. For labor and non-competitive class positions, hiring follows contractual requirements which stipulate that seniority among qualified applicants is the major determining factor. Full explanation of these practices is also found in the *Faculty and Staff Handbook*. CADI's collective bargaining agreement outlines a posting procedure for all positions created or becoming vacant under the jurisdiction of CADI, except where CADI does not intend to fill a vacant position. Student positions are posted online on the Human Resources website and all qualified students have the opportunity to apply and be considered. A *Student Employee Handbook* provides clear and consistent information concerning employment. More than 750 students are employed on campus in various capacities.

College personnel policies address academic and intellectual freedom and the ethical responsibilities of all faculty and staff. Hiring policies and practices are clearly described and consistently carried out. Clear evaluation procedures are uniformly administered and exist for all employee groups. Dismissals are carried out according to the provisions of collective bargaining agreements, State University and Civil Service regulations. Grievance procedures provide an effective avenue for redress of employee and union complaints and concerns. Promotion policies and criteria are well documented and consistently administered. The tenure process (continuing/permanent appointment) is clearly described and is administered fairly and consistently.

Offer letters sent to successful job candidates outline roles, responsibilities and expectations for faculty. The Faculty Annual Report and Performance Program documents accomplishments and describes future plans.

Diversity

Some progress has been made in increasing faculty and staff diversity. The percentage of minorities employed at the College is 6.62%. For CADI, 17.3% of staff are members of minority groups. The overall percentage of minorities in the College's workforce has increased slightly since the last Middle States report, from 5.8% to 6.62%, or from 20 to 26 individuals. The chart below, from the Affirmative Action Plan, indicates progress and goals in this area:

Table 4.2 Affirmative Action Plan Progress & Goals - Faculty

		Delhi Women	Delhi Minorities	Available Women	Available Minorities	Goal
Category	Title					
IIA	Liberal Arts and Sciences	53%	13%	44.3%	17.7%	1 Minority
IIB	Applied Sciences and Recreation	30%	0%	22.4%	23.5%	2 Minorities
IIC	Technology	6%	9.4%	24.8%	6.5%	5 Women
IID	Business and Hospitality	35%	19%	31.6%	20.6%	No goal
IIE	Nursing	100%	0%	92.1%	1.7%	No goal
IIF	Vet Tech	60%	0%	39.5%	7.6%	1 Minority
IIG	Library Faculty	50%	0%	82.6%	14%	1 Woman

"Available" women and minorities is a term used in the Affirmative Action Plan that refers to the available applicant pool in the workforce and within a reasonable recruitment area. The College's Affirmative Action Plan is reviewed and revised at five-year intervals. The plan states that in order to implement the College's commitment to equal employment opportunity, affirmative action, and nondiscrimination, SUNY Delhi:

- conducts affirmative action searches to fill vacant full-time positions for faculty, professional and executive staff, and follows New York State Civil Service Law for all classified appointments;
- broadly advertises vacant full-time positions among populations that are underrepresented to increase the likelihood that women and people of color are included in the applicant pool;
- ensures that all job advertisements indicate that SUNY Delhi is an affirmative action, equal opportunity employer;
- provides each search committee for any full-time administrative, professional or faculty vacancy an orientation to the College's affirmative action, equal employment opportunity, and nondiscrimination policies and procedures at the beginning of the search process;
- monitors the search process to ensure that affirmative action procedures are being followed;
- provides reasonable accommodation for persons with disabling conditions;
- prohibits sexual harassment and discrimination and provides a confidential procedure for filing allegations of sexual harassment and discrimination;
- provides a complaint and grievance procedure for students and employees about which these groups are fully informed;
- provides periodic training on equal employment and affirmative action issues to employees;
- provides equal opportunity for professional development and promotion to all employees;
- formulates and administers employee benefits without discrimination.

Evaluation, Promotion and Tenure

Guidelines for evaluation are documented in the *Faculty and Staff Handbook* and in the collective bargaining agreements. Policies and methodologies are consistent within employee groups and are administered on a regularly scheduled basis. Classified staff and UUP-represented professional staff are evaluated at least once a year by their supervisor using a standard performance evaluation form. Compliance is monitored by Human Resources and managers who do not complete their subordinates' evaluations on time are not eligible for discretionary salary increases. There is an appeal process for employees to contest an unsatisfactory evaluation.

The College has made significant improvements in ensuring that the procedures for evaluation of all faculty are consistently followed. Classroom visitations and evaluations by deans/designees have been carried out on the schedules established by the College's personnel policies and records of these evaluative activities are maintained in the Office of the Provost and the Office of Human Resources. The procedures for faculty evaluation are governed by collective bargaining. Until recently, the College and the union did not have the authority required to enter into negotiations concerning this critical topic. Therefore, the College administration put procedures in place to systematize faculty evaluation. Student evaluation of instruction is a required component of the continuing and term appointment, faculty promotion and discretionary compensation processes. Campus administration and United University Professions have recently received permission to enter into negotiations concerning student evaluation of instruction. It is hoped that the negotiations will result in these evaluations being available to academic administrators to assist in the improvement of teaching and classroom management, to identify and reward outstanding teaching and to allow for dedicated resources where the need for improvement is noted.

The Continuing and Term Appointment process also provides for evaluation of faculty by the Divisional Continuing and Term Appointment Committee, the supervisor, the College-wide Continuing and Term Appointment Committee (colleagues), the Provost and the President. The Divisional Continuing and Term Appointment Committee has recently been added as a level of peer review. Annual reports require faculty to provide a yearly update of activities and accomplishments related to mastery of subject matter, effectiveness in teaching, scholarly ability, effectiveness in university service and continued growth. These same criteria form the basis for faculty promotion, renewal and continuing appointment decisions.

The continuing and term appointment, faculty promotion and annual reporting processes require faculty to provide evidence of their compliance with the requirement to "pursue a continuing program of professional/academic growth in keeping with a field of specialization and as a member of the faculty." This ensures that faculty are not only qualified at the time of hire but that they maintain currency in their field. Mastery of specialization and continuing growth are two of the five elements on which professional staff are evaluated on an annual basis. The College is serious about compliance with stipulated academic requirements and recently removed two faculty from tenure track positions, and another was not renewed, due to failure to complete these obligations.

Progress has been made in ensuring that staff are evaluated in a timely manner although there are some areas where improvement is still needed. For example, CADI has a performance evaluation process but evaluations have not been completed on a consistent basis.

Guidelines for faculty promotion are documented in the *Faculty and Staff Handbook*. A memo is also sent out annually by the promotion committee which lists the standards, qualifications and process for faculty promotion (See Appendix 4-3.) Faculty promotion requests are approved and ranked by a committee of faculty peers elected by the College Senate (the Provost and President have routinely accepted the rank order of the committee). Guidelines for professional staff promotion are detailed in the *Memorandum of Understanding between United University Professions and the State of New York* and the Internal Promotion Plan. Job descriptions and performance programs provide a basis for determining when promotion is warranted. An appeal process is available. Guidelines for classified staff promotions are documented in the collective bargaining agreements. Competitive class promotions are established and evaluated through examinations given by the New York Department of Civil Service. CADI employee standards for promotion are documented in their collective bargaining agreement.

The tenure process (called “continuing appointment” for faculty and “permanent appointment” for professional staff) is based on the *Policies of the Board of Trustees* and is thoroughly described in the *Faculty and Staff Handbook*. The tenure process is fair and open and based on well-defined criteria. These criteria include: mastery of subject matter, effectiveness of teaching, scholarly ability, effectiveness of university service, and continuing growth. Faculty prepare a continuing appointment file. It is reviewed and recommendations are made by a divisional committee, department chair, dean, Continuing and Term Appointment Committee (group of faculty peers elected by the College Senate) and the Provost, before the file reaches the President for a final decision. For professional staff, an evaluation and recommendation is prepared by the immediate supervisor and a recommendation is made by any intermediate supervisor and the Cabinet level administrator who oversees the position before the ultimate determination by the President. Throughout the process, the entire file is open for review by the candidate and at each stage, the candidate may add written comments or additional materials.

Grievance

All employees covered by collective bargaining agreements may avail themselves of contractually negotiated grievance procedures. Bargaining agreements provide for the filing of contract and non-contract grievances through a four step process, culminating in arbitration. Employee representatives may also file Improper Practice charges with the Public Employee Relations Board, which enforces public sector labor relations law in New York State. An additional process to lodge discrimination complaints is available to employees and students. All College employees (with the exception of those designated management/confidential) have the option of grieving any disciplinary action, including dismissal.

A review of grievances, improper practice charges and discrimination complaints filed between 2000 and 2010 revealed that a total of 49 have been filed (less than 5 per year). Of these, 19 were filed by the Police Benevolent Association, the union which represents the campus’ seven uniformed police officers. Four cases were pending at the time of this report. Of the remaining 44, 12 were settled, and management prevailed in 28 instances. These outcomes are indicative of the correct, fair and equitable administration of contractual agreements, labor relations and discrimination laws and the ability of labor and management to collaborate in reaching a settlement. A cooperative relationship between unions and College administrators ensures that the vast majority of employee complaints and contractual concerns are resolved without the necessity of filing a grievance or other charges. Employee concerns are generally addressed outside of the formal grievance processes. All Cabinet

members have an open door policy. Confidential assistance to all employees is available through the CADI and College Human Resources Offices and through the Employee Assistance Program (EAP). Labor/Management Committees for CSEA, UUP and the Police Benevolent Association provide another mechanism for resolution of employee concerns.

Adjunct Faculty

Considerable emphasis has been placed on improving hiring practices, credentials and support for adjunct faculty. This is especially important, as the percentage of sections taught by adjunct faculty increased from 6% in Spring 2000 to 11.5% in Spring 2011; and from 10.4% in Fall 2000 to 20% in Fall 2010 (there is a greater need for first-semester courses, especially in the liberal arts area). The College is sensitive to the relatively low pay scales offered to adjuncts and has made every effort to offset this by offering adjuncts at least two sections per semester. Where possible, sections of the same course are offered to reduce preparation time. Offering two sections also provides adjuncts with eligibility for health insurance through the College.

Human Resources and Academic Programs and Services make a concerted effort to acclimate adjuncts to the College's expectations and have developed plans to improve this orientation process. This includes efforts to better familiarize part-time faculty with campus administrative procedures, computer systems, and academic policies. Some program areas actively provide a faculty mentor for new adjuncts; this has been well received. The College permits adjuncts to make curriculum proposals and has been able to enhance some of its curricular offerings due to the expertise of some part-time faculty. The Provost conducts meetings with adjunct faculty each semester to discuss items of mutual concern and maintains a listserv to keep them up-to-date on important issues. Adjuncts are evaluated using the same tools and procedures used for full-time faculty.

Many adjunct faculty members contribute significantly to SUNY Delhi's culture, educational offerings, diversity and community. Our cadre of adjunct faculty includes many professional staff, as well as retirees who are master teachers, and individuals who have taught for SUNY Delhi for more than ten years. These faculty members not only do a fine job in the classroom, but are also available to students outside of class, participate in campus events, and are active members of the overall campus community. Adjunct positions, in many cases, also help enrich the College by providing opportunities for collaboration with local and regional businesses, school districts and higher educational institutions where adjuncts also work. The Dennis Callas Award for Excellence in Part-Time Teaching was created in 2010 to recognize the outstanding contributions of this important employee group.

Though there is no direct evidence that the number of adjunct faculty negatively impacts quality of instruction, one of the challenges of having a large number of adjuncts is that they are not required to advise students, serve on committees, or perform General Education assessment duties. That leaves campus service tasks to be done by the fewer remaining full-time faculty. Comparative data with other similar institutions on the percentage of adjunct faculty is difficult to access. Raw numbers of adjuncts at three similar campuses suggest that we are on par with one campus, yet have nearly double the number of adjuncts as the other two campuses. It is impossible to know, however, how these numbers were tallied and whether we are truly comparing "apples-to-apples." The recent addition of a few full-time faculty lines has resulted in some cost reduction in the adjunct category.

Strengths

- Strong and consistent administrative leadership over the last dozen years has contributed greatly to the College's overall strength and improvements in many areas.
- Delhi's small size creates a close knit community where faculty and staff are readily counted on to serve cross functional roles. This frequent interaction between faculty, staff, and administration leads to a strong group dynamic which is highly regarded and seen as a highlight of the College.
- Delhi's participation in and rankings on the "Great Colleges to Work for" surveys.
- Stabilization and improvements in our combined faculty-staff College Senate.
- Implementation of the uniform course syllabus.
- New policies and procedures related to academic integrity.
- The quality and longevity of the faculty and staff at the College.
- The support for professional development for all faculty and staff, and the recognition given to those who engage in continuous improvement and service.
- New employee orientation was expanded to include additional training for faculty in classroom orientation, classroom technology and Moodle (Vancko Hall).
- Improved support for adjuncts.
- Committee work and college service are part of the tenure/permanent appointment process.

Challenges

- Under current campus policies, student evaluations are considered the private property of the faculty member and do not have to be shared with the dean or other College administrators, other than in summary form.
- Recruiting and retaining more women and minorities in some areas.
- Finding sufficient funding to support professional development to the extent desired.
- Enrollment growth has led to an increase in the number of adjunct faculty. It is a challenge to provide support for adjunct faculty (payroll, technology, benefits, orientation, etc.) to ensure that they are *all* fully prepared to provide high quality instruction for students and that they receive high quality support services to facilitate their work.
- Considerable emphasis has been placed on internal communication and there has been significant improvement since 2001. Despite these efforts, communication remains a challenge and it is difficult to satisfy all constituents.
- A great deal of progress has been made in compiling accurate institutional data and making it available to the campus community, as well as prospective students and external constituents. The campus should continue efforts to gather, analyze, and publish this data.
- While CADI has evaluation programs in place, many managers never turn the evaluations in to the CADI Human Resources office. Process improvement is needed.

Recommendations for Improvement

- An agreement should be reached between UUP and management concerning student evaluation of instruction, allowing management access to student evaluations for the purposes of improving instruction, as well as evaluating faculty for re-appointment and continuing appointment.
- The campus should continue to improve support for adjunct instructors and ensure appropriate selection, orientation and evaluation of part-time faculty members.
- The College should continue efforts to hire a more diverse faculty and staff, as outlined in the Affirmative Action Plan.
- The College needs to engage in analysis and discussion regarding the optimal level of adjunct utilization.
- SUNY Delhi should continue to expand its commitment to faculty/staff development. New faculty and staff are routinely surveyed to determine what additional training is desired.
- The College should continue to build and maintain the document repository.
- CADI should develop methods to ensure that all employees are evaluated on a regular and consistent basis.

Conclusion

The people of Delhi have built an institution of higher education which meets the standards of excellence. Delhi people on the whole are passionate about their work and committed to the success of our students and the institution. Faculty and staff enjoy their work and are proud of what the institution accomplishes every day. They value their relationships with students and with one another. Delhi people are a family who, although they may occasionally disagree, readily pull together to help one another to accomplish the work which needs to be done. They continually seek to identify areas for improvement and work diligently and collaboratively to solve problems, to advance the College and to create opportunities for student success.

Chapter 5—Institutional Resources: The Budget and Facilities that Keep the Campus Running

Standards 2 & 3: Institutional Resources; Planning, Resource Allocation, and Institutional Renewal.

SUNY Delhi has become an institution that prides itself on the prudent, efficient use of resources, maximizing the use of state support, and generating revenues that allow it to meet its core mission in a financially difficult era. Since 2001, the College has experienced pressing financial challenges driven primarily by the fiscal problems experienced by the State of New York and the persistent reductions in public sector support for the state university system. Nevertheless, Delhi enjoys a better financial condition than at the time of the previous Self-Study and periodic review. The College maintains healthy financial reserves and a greatly improved financial position in its auxiliary services corporation, its dormitory fund, and its general operating budget. SUNY Delhi's fiscal position, in fact, is among the best of the nearly three dozen state operated campuses. Presently, Delhi anticipates spending about \$2 million of its \$5 million reserve balance in the next academic year. Though SUNY Delhi is fortunate to have these reserves, it will need to continue its successes in offering entrepreneurial programs and generating revenues over and above tuition and state support.

The major issues surrounding Delhi's budget and facilities in past reviews were:

- The need for additional housing on campus, including a more diverse housing stock.
- The necessity of updating academic equipment other than computers.
- The operations budget needed to address a preventive maintenance schedule.
- Delhi needed to adopt an appropriate master and capital planning process with involvement of the campus community to prioritize projects.
- Customer service in fulfilling work requests for physical plant maintenance support was inadequate.
- Outdoor lighting and emergency phones for campus safety were inadequate.
- Processes and contingencies for unplanned events, including mid-year cuts and unfunded mandates, did not exist or were insufficient.
- The budget allocation process needed to address long term needs more effectively.
- Delhi needed to reduce its reliance on SUNY and New York State in planning, resource allocation, and budgeting.
- The College needed to improve the position of the State Operations, Dormitory Income Fund and Income Fund Reimbursable accounts.

All these issues have, to a significant degree, been addressed. Since the last Self-Study—in virtually every area—the College's financial position has improved. SUNY Delhi's most pressing financial challenge remains the persistent decline in support from New York State. Delhi has seen state financial support to the campus decline to just about 24% of its total operating budget of \$31 million. Ten years ago state support accounted for \$7.4 million or about 44% of the College's all funds budget. State revenues remained at \$7.4 million in 2010-11, which reflects an enormous loss of support after adjusting for inflation. In that same period, salary and benefit costs have increased by 48%. As recently as 2008, state support for SUNY Delhi exceeded \$9 million.

Table 5.1 **All Funds Revenue Statement**

	<u>2010-11</u>		<u>2000-01</u>
Tuition & fees	\$ 11,795.4	Tuition & Fees	\$ 6,009.3
State support	\$ 7,457.9	State support	\$ 7,459.3
IFR	\$ 5,161.0	IFR	\$ 1,049.3
DIFR	\$ 4,072.4	DIFR	\$ 2,355.0
SUTRA	\$ 2,780.0	SUTRA	\$ 42.8
	\$ 31,266.7		\$ 16,915.7

Tuition increases require an action of the New York State legislature and have been sporadic. In one instance, the State kept most of the approved tuition revenue as general revenue. Tuition increases have also consistently been associated with additional budget cuts which were equal to the tuition increase with no net fiscal benefit reverting back to the campus. However, the 2011 tuition increase is directed to campus support and will be used to meet the College's core mission or deliver support to needy students.

Although a \$300 tuition increase per student will improve the College's balance sheet, all state operated campuses are obligated to use a portion of their revenue to assure that no student who is eligible for the state's Tuition Assistance Program (TAP) is financially harmed by the tuition hike—which means that the total amount of state support will still be less this year than in prior years (Delhi has lost about \$6 million in state support since our last Self-Study). The College continues to fill key vacancies and to add faculty in premier programs despite these challenges. Vital infrastructure improvements and investments in technology and facilities have contributed to the College's recent success.

Budget and Finance

The Office of Business and Finance has the responsibility of overseeing all budgets for the College (managing specific individual funds in accordance with guidelines defined by the NYS Office of the State Comptroller). The Office works with the President and the governing bodies of the College. Communication between these parties is essential to assure that the College is fiscally sound. A review of the mechanism by which SUNY Delhi funds its programs and services underscores the structural fiscal problems that affect many state institutions of higher learning. Delhi has adjusted to the absence of direct state support by finding savings, adding revenue streams, and moving costs to accounts with strong fund balances.

Delhi's core instructional budget is funded through the general fund comprised of State tax dollars, campus-generated revenue from tuition, and other sources. The College currently retains 100% of its own revenues and receives state support funding using SUNY's Budget Allocation Process (BAP) as approved by the Board of Trustees. BAP allows for funding based upon student full time equivalent (FTE). Delhi's target enrollment for this process has remained unchanged at 2,300 FTE for the past four years. Though actual FTE continues to be much higher, New York State allocates no additional funding to Delhi to compensate for its dramatic growth in enrollment.

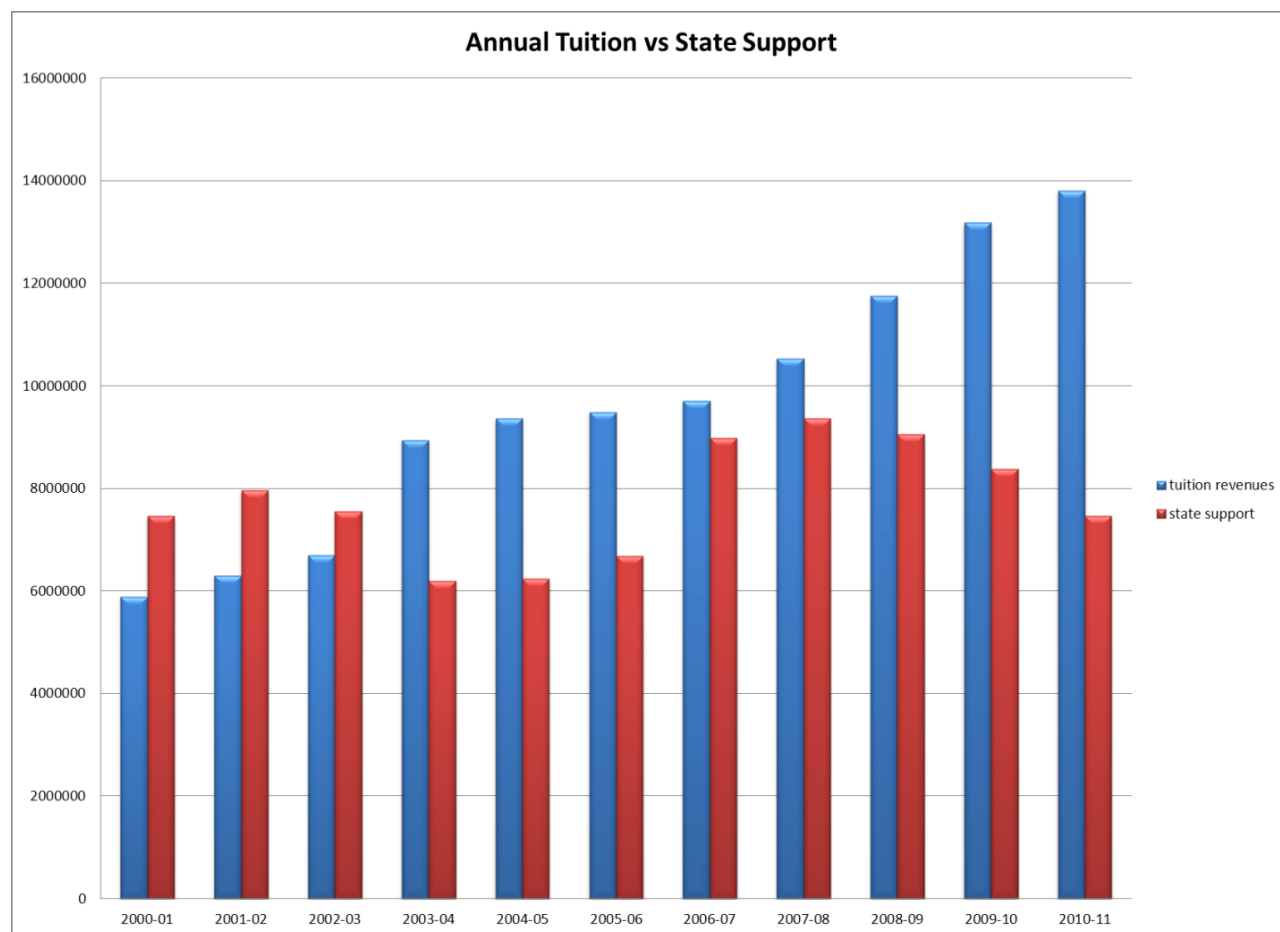
Tuition

Tuition rates are set by the SUNY Board of Trustees and, by law, are required to be at a uniform level by degree type. SUNY's undergraduate full-time tuition rate is currently \$5,270 per year for a New York State resident student. The recently approved tuition increase will provide some additional revenue for the College—approximately \$700,000 to \$800,000 per year.

Although no additional state support is provided for actual enrollment over Delhi's 2,300 FTE target, the College has decided to grow beyond its target in order to generate revenue, gain economies of scale, and expand selected programs. Currently, Delhi enrolls 3,100 students, about 500 FTE above the funded target. Key to the College's "smart growth" strategy is the growth in Delhi's off-campus, online and summer programs. These programs generally build upon the College's strongest academic departments and add significant revenue without imposing proportionate costs.

The following chart shows the shift toward greater reliance on student tuition to fund Delhi's academic programs.

Table 5.2



Fees

Student fees provide another large source of campus revenue. These fees are managed through special revenue funds known as Income Fund Reimbursables (IFR). IFR accounts generate revenues based on specific activities and were developed as a funding mechanism allowing SUNY campuses to recover costs from providing services beyond those covered by state and tuition funds. Student fees are of two kinds: mandatory, broad-based fees that require approval from SUNY's Vice Chancellor or designee; and optional fees that require approval only by the campus President. The most significant fees in terms of revenues generated for the College are the mandatory broad-based student fees including Intercollegiate Athletics, Health Services, Transportation, Student Activities and Technology fees. The accounts are a vital way for the College to fund key services. For example, the technology fee funds most of the student computer labs, and academic classroom equipment and technology.

Table 5.3 SUNY Delhi Mandatory Student Fees, 2010-11

Name	Amount	Use
College Fee	\$12.50	Fee paid back to SUNY
Health Services Fee	\$130/semester	Funds the college health center
Intercollegiate Athletic Fee	\$160/semester	Funds the athletic department and intercollegiate sports
Student Activity Fee	\$100/semester	Funds student activities
Technology Fee	\$170/semester	Funds technology infrastructure, in the classroom and labs for students.
Transportation Fee	\$50/semester	Funds shuttle bus service and fleet maintenance
Orientation Fee	\$80/fall semester for incoming freshmen	Covers the cost of orientation
Transcript Fee	\$5/semester	Covers all transcript requests even after student leaves Delhi.

In addition the College is able to charge the following optional student fees (students can waive the fee and choose not to receive the related services):

Table 5.4 SUNY Delhi Optional Student Fees, 2010-11

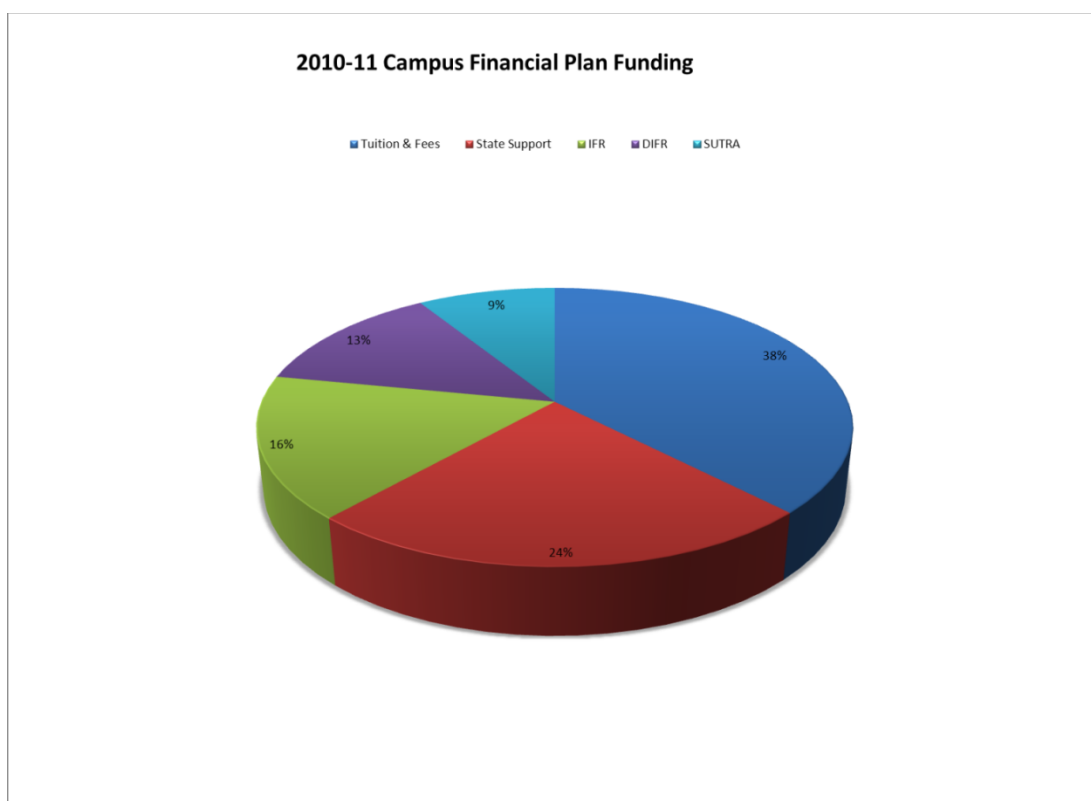
Name	Amount	Use
Commencement Fee	\$20	Funds commencement weekend activities
Alumni Fee	\$35/semester	Provides membership to Alumni Association
Fitness Center Fee	\$55/semester	Membership to fitness center
Printing Fee	\$20/semester	Funds cost of student printing

Campus IFRs are well managed and closely monitored, ensuring that they are used only for their specific purpose (administrative overhead charges to all IFR accounts are retained by the campus). Account managers are able to plan and budget IFR funds easily, as these are generally mandatory fees based on predictable enrollment figures. One disadvantage to IFRs is that a 48.43% fringe benefit charge is assessed by SUNY for non-student payroll expenditures. As a result, Delhi has worked successfully to move salaries away from IFR accounts.

In addition to broad-based fees, there are over forty specific course fees. These fees fund consumable supplies used by students in a lab setting (in essence, these fees allow faculty members to obtain materials and supplies for student use). Given the paucity of some other funds, these fees are crucial to maintaining quality in areas that focus on experiential learning.

Together, tuition and fees account for approximately 38% of funding for the campus.

Table 5.5



Residence Halls-DIFR

The College's DIFR (Dormitory Income Fund Reimbursable) is funded through student room rents and related fees which are used to pay all related costs (residence hall staff salaries and fringe benefits, OTPS including utilities and insurance, etc.). The solvency of the DIFR now allows the fund to provide resources for ongoing improvements to residence halls and the quality of student residential life. The College has recently been able to make much needed critical maintenance

improvements as well as add student residence bedrooms to existing buildings. Presently, the DIFR provides about 13% of the revenues for the all-funds budget.

The DIFR budget is reviewed by the Residence Life Planning Committee, which meets regularly to give project status reports, review budgets and set room rates for future years. A 5-year rolling capital plan is updated annually, and residence hall capital projects are funded through either SUNY's Revolving Loan Program or New York State bonds. Some of the projects that have been completed include renovation of bathrooms in several residence halls, new windows, interior and exterior doors, security improvements, new lounge spaces, and improvements to laundry facilities. New beds have been added to Murphy, O'Connor, DuBois, and Gerry Halls. All of these improvements enhance campus life and allow the College to house additional students.

Campus Reserves

Delhi has created campus cash reserves through special revenue fund accounts, which have helped to offset deficits, budget shortfalls and cuts in state support. The largest pool of reserve funds is generated through the State University Tuition Reimbursable Account (SUTRA) from tuition revenue collected in excess of our target FTE. The College also uses the administrative and maintenance overhead charges to fund reserves. These reserves are relatively new and have grown as the College's financial position has improved. In addition to the general campus reserve, broad-based student fee IFRs have permitted the establishment of reserves to be used, where appropriate, for long term equipment needs and special one-time program costs. Academic equipment needs, staging, signage and emergency blue lights are examples of items funded. These reserves provide stability and continuity of student services and programs during times of state uncertainty.

Of course, spending out of reserves to cover budget shortfalls or midyear cuts is not sustainable. Delhi's accumulated reserves have provided important insulation in a difficult climate; this practice, while emblematic of Delhi's resourcefulness, also speaks to the inability of New York State to find solutions to financing the State University system.

Budget Development and Administrative Oversight

Each spring, Delhi works to develop operating budgets for each fund type for the fiscal year beginning July 1. Appropriation requests for special revenue funds are submitted to SUNY for approval while the campus-level state-purpose general fund appropriation is determined through the BAP. Once final appropriation amounts are approved, the campus prepares a financial plan.

Personnel and associated fringe benefits constitute the College's single largest expenditure. Therefore, all new or replacement positions must be justified and approved in advance by the supervising Provost/Dean/Director, the Vice President for Business & Finance and College President. Collective bargaining contracts are negotiated by the Governor's Office of Employee Relations with the approval of the state legislature. Fringe benefits are funded from state tax dollars and are included in Delhi's budget distribution. Campus payments for fringe benefits relating to the special revenue funds are collected by the University and used, in lieu of state tax revenue, to support the campus core instructional budget. Distributions are in direct proportion to Delhi's share of State tax support and are determined after the final campus allocation is approved.

The temporary services payroll is largely comprised of adjunct/extra service for teaching but also includes support for student tutoring and other temporary positions. The adjunct/extra service teaching budget is developed with assistance from the Provost based on prior year actual costs and is reviewed in detail by the chief financial officer and included in the complete annual budget submitted to the President and Cabinet for final approval. Given the proliferation of adjunct and extra service contracts required to sustain enrollment growth and limit class sizes, this budget had expanded in recent years. It has now begun to decline slightly, due to some full-time faculty hiring.

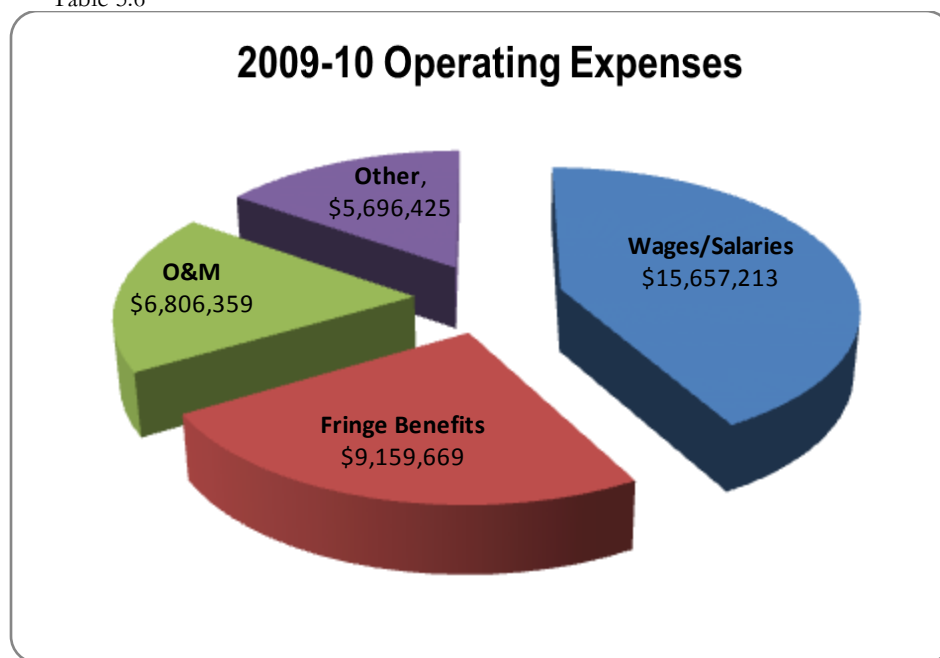
All other non-payroll related operating expenditures are referred to as OTPS. Categories of OTPS include supplies, travel, contractual and other services and equipment. SUNY Delhi must comply with SUNY and State purchasing regulations with any procurement exceeding \$250,000 requiring approval by the NYS Attorney General's Office and the Office of the State Comptroller.

Delhi's single largest OTPS cost is energy. To budget for energy usage the campus looks at historical data and builds in anticipated rate increases. The College has substantially reduced its energy usage through a variety of steps, some of which have imposed inconvenience or discomfort (summarized later in this chapter). However, the campus community recognizes these savings are necessary to sustain educational quality and staff employment.

All state funded operating accounts and applicable budgets are approved by Cabinet and managed by an assigned account administrator under the direction of the appropriate Cabinet member. Account administrators are responsible for approving all OTPS purchase requests and ensuring they align with the budget. Total campus budget appropriations and allocations are approved by the Cabinet and managed centrally through the Office of Business & Finance. Any use of campus reserves must be approved by the Vice President for Business & Finance.

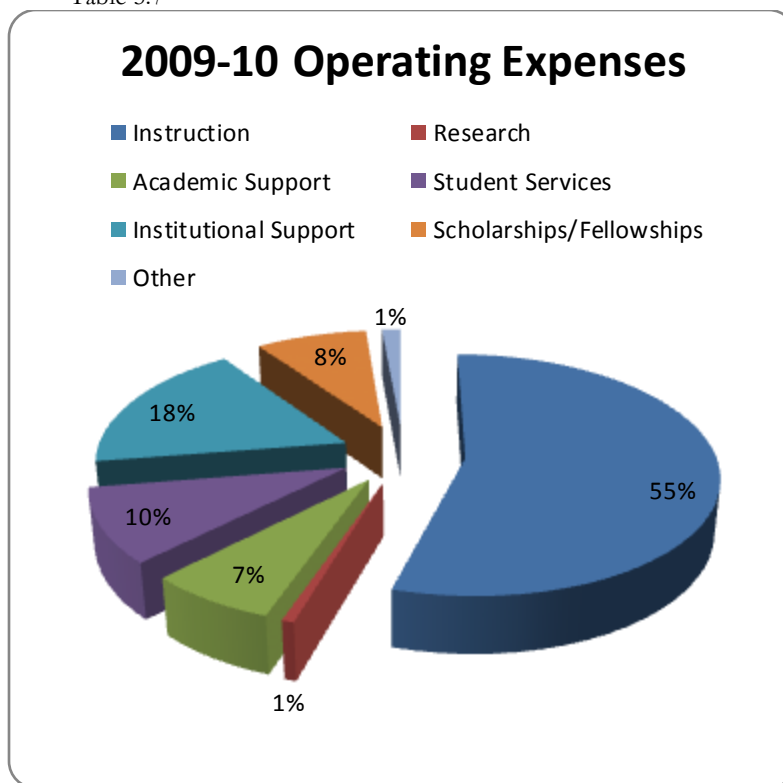
Campus operating costs for the 2009-10 fiscal year are shown here, first by **expenditure type**:

Table 5.6



The following chart is by **program area**:

Table 5.7



Internal Control and Audits

SUNY Delhi is included in the State University of New York's annual independent financial statement audit. The Research Foundation of SUNY also receives a separate annual independent financial statement audit covering SUNY Delhi's sponsored program and grant activities. In addition, the campus is subject to periodic financial, compliance and transactional audits by the State Comptroller, SUNY Internal Audit and The Research Foundation of SUNY.

SUNY Delhi is required to develop and maintain a Campus Internal Control Program under the guidance of The New York State Governmental Accountability Audit and Internal Control Act of 1987 and Division of Budget policy. In accordance with these requirements, Delhi has designed a program to ensure that daily operating practices and procedures are sufficient to minimize the possibility of operational failure, overspending, or other actions inconsistent with campus policies or violations of law by reviewing, evaluating, and improving the College's existing systems and procedures. The four main components of Delhi's Internal Control Program are: function segmentation, risk assessment, internal control reviews and campus-wide training.

Capital Funding

In addition to the DIFR capital planning process, the College has a separate process for capital funding for academic and administrative facilities. These funds are used to pay for capital projects for non-residential facilities owned by SUNY Delhi.

Capital Construction monies for non-resident building capital construction flows through the State University Construction Fund (SUCF). In 2007, SUCF asked the campus to submit a Capital plan for the years 2008 through 2013. College officials were asked to identify projects that had a combined design and construction value of approximately twice that of the last five year plan which was funded in the amount of \$16.2 million. The Fund simultaneously asked each campus to conduct a self-audit of the condition of the physical plant buildings and grounds. As a result of this process, the facilities staff and the President's Cabinet put together a prioritized list of projects. SUCF sent a Project Manager to assist the campus with writing a scope of work for each project and gathering raw data to be used in establishing a budget for each project, bundling all of the SUNY campus projects and submitted them to the New York State legislature. The funding for capital construction was set as part of the yearly budget for the State of New York, and campuses were notified of the final dollar amount of their five year plan.

This plan is broken down in the following areas: critical maintenance projects, strategic initiatives, and maintenance and repair. Critical maintenance projects include the upgrade of buildings and building systems. These projects often involve a major rehabilitation of an entire building. While the intent is to improve physical structures, some upgrades include enhancements to academic and student life space. Strategic initiatives are oriented to campus needs that are not related to an identified deferred maintenance issue. The College had one initiative funded in our current five year plan, which is the building of a new Delhi Campus Child Care Center. Maintenance and repair money is used on small (less than \$150,000) maintenance repairs and upgrades. The campus has been able to maintain and repair a wide range of physical plant investments through these funds.

Ancillary Services

There are several functional areas at the College that support its mission. These ancillary services are instrumental to student and College success.

College Foundation

The College Foundation at Delhi was founded in 1964 as a 501(c) 3 not-for-profit corporation to accept and manage gifts to SUNY Delhi. According to its bylaws, its mission is to:

- Accept, encourage and receive gifts of funds and real property and to apply the whole or any part of the income from the principal exclusively for charitable and/or educational purposes;
- Make grants of financial assistance to SUNY Delhi students;
- Make grants of financial assistance to other organizations duly authorized by the College, which carry on charitable and/or educational activities; and
- Assist in advancing the welfare, personal and professional growth of the faculty and staff at SUNY Delhi.

Through its program support, the College Foundation:

- Helps to make a Delhi education affordable and accessible to students;
- Has a positive impact on the quality of education;
- Enhances and advances the College's educational mission; and
- Spurs professional development of faculty and staff.

As a result of more effective fundraising and prudent management, major improvements in the financial position of the College Foundation occurred over the last decade. In this period the College's annual fund-raising has twice exceeded \$1 million—the only two times in its history. Annual average giving during this period has easily exceeded \$750,000, the annual average established for the campus by SUNY. Campus participation in College fund-raising has increased significantly. In 1999, 89 faculty and staff were donating a combined total of less than \$10,000 annually. Today, our participation rate is 43% with 237 faculty and staff donating over \$51,000.

The Foundation successfully secured private grant funding to purchase *Target Analytics*, a prospect research tool that has been invaluable in helping identify, rank and prioritize major gift prospects. That research has aided our new Chief Advancement Officer as she works to increase annual giving, evaluate major gift prospects and secure major gifts. The Foundation's work with another private foundation has been very productive. This has resulted in support for students and the veterinary program growing from \$5,000 six years ago to over \$100,000 in Fall 2009. The fact that the Foundation has, with state support, hired a highly credentialed Chief Advancement Officer shows serious long term commitment in the pursuit of outside funding.

The Foundation's partnership with the Clark Companies led to a \$380,000 in-kind gift to complete access to the Clark Field House. Similarly extensive work with alumnus Doug Okun led to a \$300,000 in-kind gift that provided the preliminary design for the renovation of Farrell Hall. The Foundation Director and the College President are currently working on new partnerships with large firms and affluent graduates, and a significant goal during the Centennial year campaign is to substantially increase student scholarship dollars.

Alumni Association

The role of the Alumni Association of SUNY Delhi is to: encourage support for the College by alumni, former students and friends, provide opportunities for these constituents to serve the College, and promote communication between the College and this selected community.

The Alumni Association generates income from alumni fees, alumni weekend, the golden anniversary luncheon, other regional events, and diploma requests. The Association primarily incurs expense for communications, all events noted above, scholarships, and graduate and student gifts.

The Association's day-to-day operations are handled by the Alumni/Annual Giving Coordinator. An Alumni Advisory Board oversees the operations of the Association. In recent years, a number of Delhi graduates have taken a greater interest in the campus, resulting in gifts for the Farrell Center and an additional in-kind gift for the renovation of Thurston Hall. The summer 2011 alumni weekend was enormously successful and brought back dozens of graduates of the College's

veterinary program for a 50th anniversary celebration. Delhi alumni will play prominent roles in fundraising activities surrounding the celebration of the College's centennial in 2013.

Grants

The role of the Grants Office (GO) is to assist the campus in administering the research and project grants awarded to the SUNY Delhi campus. In addition to research administration, the GO also assists in grant writing, which includes basic demographic and institutional research, project design and development, strategic planning coordination for grant projects, and budget creation and project sustainability.

The scope of the Grants Office is sponsored programs and governmental solicitations for proposals. Some capital construction grants and scholarship grants also fall under the Grants Office, but those duties are shared with the Chief Advancement Officer. Research grants are also explored by interested faculty who follow funding in their area of expertise. For faculty and staff who research and write their own grants, the Grants Office assists with timely submission, proper formatting, and assurances that the Authorized Organizational Representative (AOR) has signed off on the grant. Most importantly, the Grants Office mitigates any legal or financial concerns pertaining to the proposal with the AOR and the Research Foundation. Financial expenses must align with Federal Law governing the procurement and spending of grant dollars at the Federal and State level.

On an annual basis, the single largest grant award is commonly the Perkins award, which is Title IV funding that comes annually for improving associate degree programs in vocational-technical education areas. This award funds equipment and supplies to all the academic divisions. The Provost is in charge of allocating these funds, which are tracked and monitored through purchasing and the Business Office and monitored by the Grants Office to assure compliance.

Beginning in 2010, the Provost and the Chief Financial Officer began a process of soliciting academic equipment requests from deans and departments and pooled three sources of funds: technology fee, Perkins funds and SUNY's academic equipment replacement fund. This process has permitted a more efficient use of dollars and created a more comprehensive approach to funding academic equipment requests.

Office of Training and Business Recruitment

The Office of Training and Business Recruitment provides continuing education and training and conference services to businesses, manufacturers and the local community. Largely through the use of Delhi's faculty and staff, the office is intended to generate revenue for the College. The Office provided 30,960 contact hours of training in 2010-2011.

Activities sponsored by the Office are varied and include things such as the Dairy & Grazing Conference, high end welding training for a local aerospace manufacturer, and a girls' golf camp. Each event is anticipated to yield a 30% profit for SUNY Delhi. Recent uses of these funds include solar equipment for the electrical program and the purchase of a van.

The Office of Training and Business Recruitment has become self-sufficient since the last Self-Study, and now annually reinvests over \$100,000 back into the campus to pay for academic

equipment and awards for faculty and staff professional development. The recent downturn in the nation's economy has had some negative effects on planned programming.

The College Association at Delhi, Inc. (CADI)

The College Association at Delhi, Inc. (CADI) is a 501(c) 3 non-profit auxiliary service corporation contracted with SUNY Delhi and the State University of New York (SUNY). Its mission is: "To provide goods and services on the SUNY Delhi campus consistent with CADI's by-laws as overseen by its Board of Directors, in coordination with the educational goals of the College, and assessed in terms of customer service, professional standards and financial outcomes." CADI provides campus services including Dining Services, the campus bookstore, catering services, vending services, student health insurance, Delhi Dollars accounts, and accounting services for student associations and other campus agencies. CADI also owns and maintains a residence for the College President, operates the College Golf Course Restaurant, and maintains the Riverview Apartments.

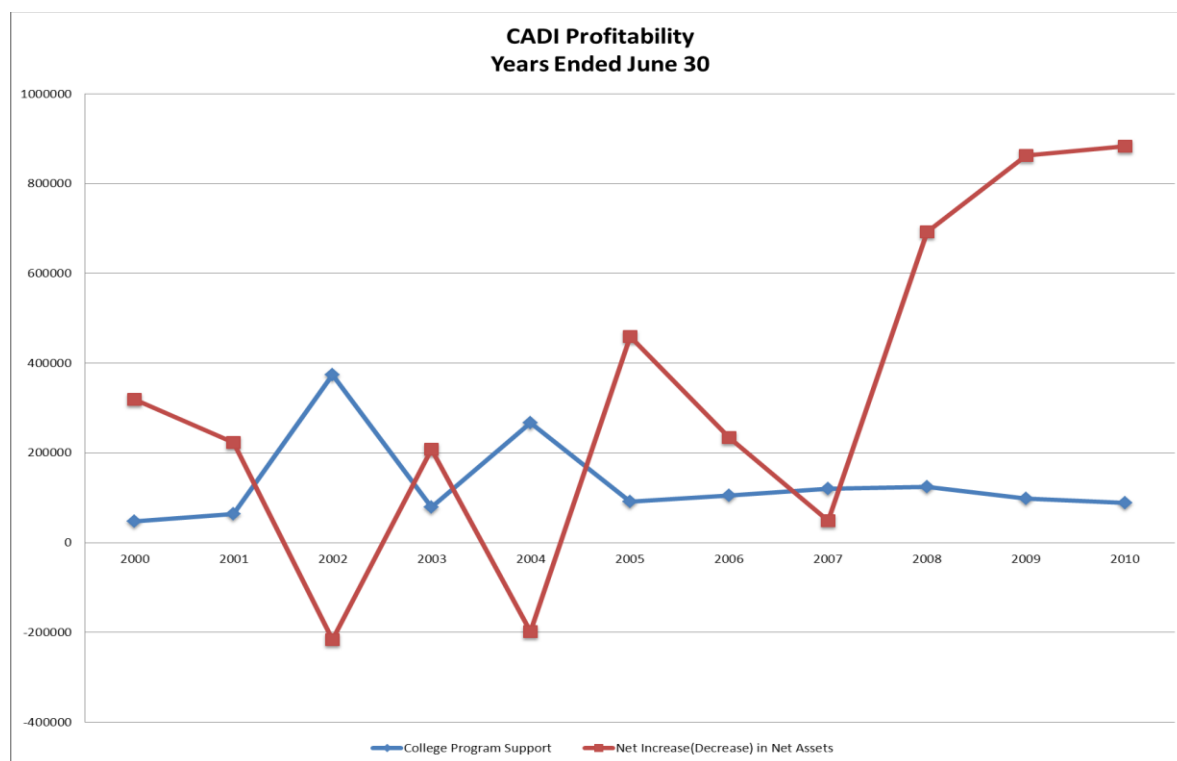
CADI is governed by a Board of Directors consisting of students, faculty and administrators. The Board determines budgets and policies of the Corporation within the guidelines established by SUNY Delhi and SUNY Administration. The CADI budget is developed by the CADI Finance Committee. The budget is presented to the Board of Directors prior to the annual budget meeting in April for discussion at the meeting. The CADI fiscal year begins July 1. The budget process starts early in the spring semester after the mid-year financial results have been reviewed. The CADI Finance Committee consists of the College President, Treasurer, General Manager and Director of Finance. The Committee reviews year to date financial results for every unit including food service venues, vending, and the Barnes and Noble campus store. Meal plans (CADI's primary source of revenue) are reviewed, including meal plan and Bronco Bucks usage. Operational changes are discussed and comparative reviews of similar campuses are made. CADI is audited annually by a firm with which it contracts for a period of 3-5 years.

CADI provides the College Foundation with routine maintenance service at Riverview Apartments. CADI also contracts with the Foundation to operate the restaurant and bar and the College Golf Course. Over the years, these operations have been leased to various concessionaires, which has resulted in inconsistent service that has not reflected well on the Foundation or College. Under CADI, service is improved, student internship opportunities have been created, and the operations remain respected enterprises in the local community.

Since the last Self-Study, CADI has made significant financial improvements. The Association is not only financially solvent but has also been able to absorb the golf course and restaurant operations (and associated losses). As a result of growing assets, CADI has created new scholarships and assisted in funding many of the College's functions and events. CADI has invested in capital improvements such as the new Farrell Center food court and renovation of the MacDonald Hall dining area. CADI funds 100% of the campus Beautification Committee. In essence, net proceeds from the Association have been invested consistent with the College's key goals and values. CADI routinely funds initiatives that enhance scholarships and student life.

The following table shows CADI profitability from 2000 to 2010:

Table 5.8



In summary, in the last decade the College's ancillary services have benefitted from increased enrollments and sound fiscal management and planning. They continue to play an important role in supporting the College's mission and goals.

Facilities Planning, Resource Allocation and Institution-Wide Goals

The three related planning processes—the campus master planning process, the capital request process, and the annual unit planning process—are all employed in the development of budgets for facilities and infrastructural improvements. This planning is clearly rooted in institutional goals and provides a framework for an open and inclusive campus process.

The campus master planning process, which produced a Facilities Master Plan in 2010, included an analysis of organizational values with special emphasis placed on academic goals and directions. SUNY Delhi was the first of all the SUNY campuses to have completed its comprehensive master planning document for the current five-year cycle (including a Campus Profile, an Assessment of Conditions, an Analysis of Space Needs, Concept Alternatives, and Final Recommendations). The process included enrollment projection analysis by program area and a detailed inventory of existing spaces including capacity utilization. The process also included 56 separate interviews with staff as well as planning workshops open to the campus community. (See Appendix 5-1 for Master Plan Executive Summary.)

Both academic and non-academic areas have been addressed in Delhi's capital facilities planning processes:

- For near-term projects, academic programs projected to experience significant growth, such as the School of Nursing.
- Numerous enhancements to academic facilities including the Carol Brock Reading Room, Veterinary Science Technology surgical suite, Callas Center for Teaching and Learning, PGM swing analysis lab, among others.
- Expansion of on-campus living and student activities space. The addition of 27 beds came from the renovation of lounge spaces in Gerry and DuBois Halls.
- The Riverview at Delhi, Inc. (College Foundation) added 50 beds in 2011.
- The Farrell Student and Community Center, which reopened in 2010, with additional student club and meeting spaces, classrooms, theatre, and multipurpose room.
- Extensive paving and replacement of roadways and walking surfaces has occurred.
- Critical maintenance and cosmetic issues in Smith and Kunsela Halls.
- Residence Hall projects including new bathrooms, doors, laundry rooms and kitchens, as well as roof, heating and cosmetic repairs.

A systematic capital request process is used in funding any large capital project on campus, including building projects such as the total renovation of Farrell Hall. Most capital funds are directed to critical maintenance projects which maintain and improve existing facilities (these are, by nature, somewhat “reactive” projects). However, SUNY Delhi has taken the opportunity to overhaul facilities in a manner that better serves our institutional goals. When existing buildings are renovated, the space is designed with the evolving academic and non-academic space needs at the forefront of the planning process. Those needs, summarized in the Facilities Master Plan, were shaped by our institutional goals. The capital planning process also provides an opportunity to plan for strategic initiatives, which go beyond the renovation of existing assets. For example, the 2008-2013 capital plan includes the creation of a new child care center which will open in 2012.

Based on a review of the most recent Building Condition Assessment Survey, the capital needs include labs, classrooms, residence life areas and faculty space to accommodate a projected 2% annual growth in overall enrollment. Upgrading and maintenance of technology for labs, classrooms and for the student body as a whole will also be needed. The College plans to implement a significant alteration of campus roadways, including parking areas and sidewalks.

The facilities unit planning process is explicit in its requirement to link every department priority and budget request to a specific Strategic Plan initiative. The 2010 Plan includes five strategic goals and five budget line items. Each of these items includes an explanation as to how the project will impact our ability to achieve an initiative defined in the campus-wide Strategic Plan. The facilities unit planning process was also reviewed to determine the extent to which open and inclusive communications contribute to an effective unit planning process. It was found that 75% of all Facilities employees contribute directly to the unit planning process. A review of year-end reports for the Facilities group was conducted to assess the correspondence of achievements with the stated goals from the annual unit plans. A strong correlation was found to exist. This effectively closes the loop, indicating that the activities and spending of the Facilities group are directed by a set of transparent, rational processes with clear links to the mission and goals of the institution.

The area of energy efficiency, sustainable facilities practices, and green construction serve as good measures of SUNY Delhi’s record of improvement efforts and results. SUNY Delhi has demonstrated an ability to respond to new sustainability objectives and to pursue unique funding

streams to meet those objectives. This fact has clearly been recognized by SUNY. In a report titled “University Policy on Energy & Sustainability,” Delhi is presented as a leader in this category. This report describes SUNY’s new policies towards energy and sustainability, as well as provides a comparison of the various campuses’ performances. In particular, the report compares performance from the baseline year of 1989-90 to 2005-06 in BTUs. SUNY Delhi decreased its usage 25.75% BTUs during this time, which was the third best among 33 campuses.

Yet another example of Delhi’s conservation of energy is highlighted in a recent article in *The Chronicle of Higher Education* entitled “Cost-Cutting Hits New Lows In 60-Degree Classrooms.” This review of Delhi’s energy reduction measures shares some of the campus strategies, such as turning back the thermostat levels, seasonal building closures, starting the heating season only when truly needed, conservative usage of lighting, and shutting down computers when not in use. These measures enabled savings of nearly a million dollars on energy bills for the 2009-10 heating season.

SUNY Delhi is well-positioned to pursue external funding to assist with energy efficiency, sustainability, and green building initiatives. Both the New York State Foundation for Science, Technology, and Innovation (NYSTAR) and the New York State Energy Research and Development Authority (NYSERDA) offer grants targeted specifically at New York’s colleges and universities. SUNY Delhi was awarded a \$141,000 NYSERDA grant to assist with the installation of a 21 kW photovoltaic (solar electric) array on campus. This project complements academic program goals and also supplements energy efficiency. The recent addition of an energy manager has produced savings that are more than sufficient to fund the position. Already, the College has reduced its base electrical rate, generating over \$24,000 in savings.

The effectiveness of the work order management process with specific focus on facilities staff and customer perceptions of quality of service was analyzed through the Self-Study process. SUNY Delhi currently uses the “WONDER DESK” system for work order management. Since the implementation of the system in December 2003, a total of 32,683 work orders have been completed. Facilities staff perform a full system report every six months to follow up on any open work orders and discuss them with the appropriate supervisor.

In order to evaluate customer satisfaction with the current work order process and system, a campus-wide survey was conducted in May of 2010. A total of 58 people responded. A majority of respondents were satisfied with the current work order system. For example, 46 of 58 respondents agreed or strongly agreed that “Facilities operates in an effective and efficient manner.” The means and effectiveness of gathering student feedback regarding Facilities performance was also analyzed. Students have a number of ways to provide feedback to Facilities, including addressing their resident assistant, resident director, or the Student Senate.

Strengths

- The College has been able to build up reserve funding to more than 20% of total disbursements. These reserves have helped offset reductions in state support and been used to address short-term and long-term needs.
- The College Association at Delhi, Inc. (CADI) is financially solvent and provides strong financial support to students, faculty and the community.
- The College has made much needed cosmetic and qualitative improvements to facilities.

- Dormitory Income Reimbursement Fund (DIFR) is strong and healthy which has allowed us to make improvements to existing residence halls and also to absorb some additional residence life expenses that were previously funded with State dollars.
- The Office of Training and Business Recruitment now generates over \$100,000 annually which is returned to the campus in the form of equipment, faculty and staff development and sponsorship of academic programs special needs.
- Budgeting and resource allocation is consistent, broad-based and open to the campus. Resources are consistently allocated based on the broader priorities of the campus.
- The increase in enrollment has proceeded symbiotically with the growth of the College's residential population. Since the last Self-Study the College has added, and filled, a new 150 bed residence hall, and privately built off-campus townhouses which provide an additional 120 beds. Numerous conversions of basements, study halls and other common space into revenue generating rooms have been completed. Room rates have been increased and are now about average for those charged by colleges in SUNY's technology sector.
- The Facilities budget planning processes are open and transparent, and requests are explicitly linked to the Strategic Plan.
- SUNY Delhi's Facilities group has demonstrated an ability to adjust to changing institutional goals through successful implementation of energy efficiency, sustainability, and green building initiatives including grant-funded projects.
- The Facilities department is regarded as effective and efficient by the vast majority of 2010 survey respondents. Facilities works closely with Residence Life to address student concerns.
- The Facilities Master Plan resulted from a very open, transparent, and inclusive process. The plan analyzes needs relating to the College's mission and goals.
- The campus has sufficient space and quality of buildings to serve the current and short-term future needs of the academic mission.
- A streamlined process for evaluating capital needs and making decisions exists at the President's Cabinet level. Communication of needs seems to occur efficiently across divisions and ultimately to the campus Facilities department.
- Recent capital allocations from New York State have significantly helped to improve building and infrastructure conditions while better accommodating the academic mission and strategic planning.

Challenges

- New York State's fiscal situation and budget issues continue to impact the College. The persistent decline in State dollars significantly impacts the campus. Running a deficit budget and using reserves is unsustainable over the long haul.
- The computing and communications infrastructure is capable of supporting the current needs of online offerings; however, future enhancements will be required to reduce risk to continuity of service and to permit improved service to faculty and students in online programs.
- The main methods of collecting large volumes of student opinion data do not directly address detailed facilities issues.
- While security cameras have been added (in Farrell, Clark, some residence halls, parking lots) there is a need for greater expansion on campus.

- Although the capital planning process provides an opportunity to address new strategic needs, funding ongoing maintenance needs of existing facilities is a challenge.

Recommendations

- If SUNY continues to cut campus allocations and Delhi is unable to find new avenues of enrollment or funding, then the campus will need to take a closer look at services that are offered. The campus cannot continue to do more with less, while depleting what little reserves it's been able to accumulate.
- The College needs to significantly increase alumni participation and annual giving to provide the scholarships that are needed to recruit and retain deserving students.
- The capital planning process should incorporate more of the openness and transparency of the other key facilities planning processes (master planning and unit planning).
- Increased priority should be placed on funding campus security systems.
- Students expect to use the internet to meet their academic needs as well as their communication and socialization expectations. The College continues to be challenged to keep current with technological demands. Further assessment, communication and planning is needed to ensure we are keeping pace in an efficient and productive fashion.
- Implementation of the Facilities Master Plan in future capital planning will improve future capital cycles by providing a framework in which to make informed decisions.
- The campus would benefit from expansion of the current trend to require participation from online faculty, staff, and students in campus-wide committees and ad-hoc groups. Requiring participation of online representatives in all such groups would improve visibility and understanding of the issues unique to online programs and experiences.

Summary and Conclusion

The financial position of SUNY Delhi has greatly improved since the last Self-Study and Periodic Review Report. This is all the more impressive since, in nominal dollars, Delhi's current level of state support is nearly identical to what it was receiving a decade ago. Significant improvements in the College's reserves and enrollment allowed the campus to deal with these dramatic declines in state support. These gains are the result of a greatly improved and inclusive budget process and the success of some academic programs in generating enrollment and net revenues. New and improved facilities have been constructed, including new housing, supporting increases in on-campus enrollment and an improved outlook for the DIFR. Fees have been increased and reserves established. Capital improvements have made the College more attractive and some of these improvements have been funded through enhanced fundraising efforts. The improvements will continue with the anticipated renovations of Sanford and Thurston Halls. The College Foundation, CADI, and Office of Training and Business Recruitment are all appreciably stronger.

Despite significant gains in every area, the College is running a deficit that is not sustainable. Decreased support from New York State remains a serious obstacle. New York continues to have financial challenges, and further cuts to education are possible; if the College should need to draw deeply upon its reserves, recent gains could be compromised. Nonetheless, the success of the College in boosting on- and off-campus enrollment, enhancing facilities and channeling resources to those functions most critical to student success and satisfaction are significant points of pride.

Chapter 6— Strategic Growth: Online and Off-Campus Education

Standards 9, 13: Student Support Services and Related Educational Activities

Since the Periodic Review Report SUNY Delhi has become a leader in online education. The College's Bachelor of Science in Nursing program has boomed since its inception in January 2008. The program is NLN-AC accredited and has received both state and national attention as a high quality model in online education, and retains some of the College's most academically successful students. In addition, Delhi's online summer sessions, taught primarily by full-time faculty, now serve hundreds of students and generate significant revenue in support of academic programs. In other instances, online courses have been used to effectively supplement face-to-face offerings at extension and branch sites. The Veterinary Technology Management BBA program, although small, allows graduates of associate degree level veterinary science technology programs to pursue a degree that will better qualify them for managerial positions within their profession. As part of the effort to sustain online quality and innovation, Delhi invested in staff who assist faculty in developing and enhancing online offerings. A review procedure is in place for approving courses delivered in an online format. Similar to any successful new educational initiative, online education couples outstanding achievements with a need to further integrate online programming within the College's academic structure.

Distance Learning Initiatives

Consistent with its mission, SUNY Delhi has continued to focus its efforts on enhancing the strength, visibility, and reputation of a select number of academic programs. In some instances, a majority of the content of these degrees was to be delivered via online instruction. To make this possible, the College hired highly qualified staff to assist in designing and delivering courses and programs via distance learning technology. This investment reflected Delhi's belief that a real opportunity existed to provide quality programs to working professionals for whom a higher degree holds a key to career advancement and for whom a residential college was not an option.

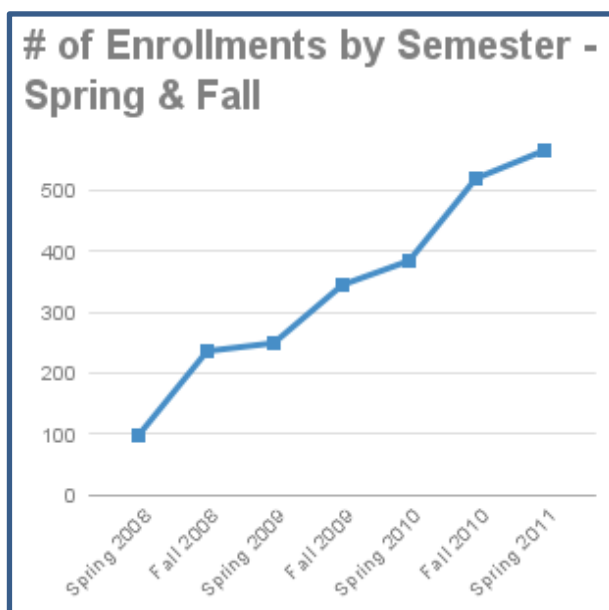
In the 2007 Periodic Review, it was recommended that “support will be given to academic areas and faculty that will be involved in the further development of this technology.” Using available monies, SUNY Delhi expanded course offerings, limiting them mostly to non-traditional settings and on-campus students. An online committee composed of faculty and staff with an interest or experience in distance learning drafted an online instruction policy, the College hired an online coordinator, and finally the committee recommendations were implemented concerning the course development processes and faculty training.

The platform chosen by Delhi for online instruction is Moodle. Moodle LMS is hosted with an off-site Application Service Provider with dedicated Moodle expertise, Moodlerooms, Inc. The Moodle LMS, branded as “Vancko Hall” at SUNY Delhi, enables online teaching and learning through online discussions, quizzes, learning activities, document management and assignments. Vancko Hall is integrated with the campus' Student Information System (SIS) which allows real-time course creation and enrollment. Moodlerooms.com provides a secure encrypted environment with 24/7 technical support for over 60 gigabytes of server space. Moodle not only provides space for online courses but also for community forums and communication, program governance (e.g., student

boards and forums), Library and Learning Center resources (e.g., tutoring), and faculty development (e.g., orientations, Moodle Users Group, tutorials).

Since 2001, online enrollment figures across all fall and spring semesters have increased significantly: from 49 in 2001 to 3,060 in 2011 (the total number of online course enrollments at census is defined as the number of course registrations, meaning one student can be enrolled in three courses, which counts as three enrollments). Summer course enrollment has also increased, but at a slower pace as many students prefer the time off, and because the BSN program offers classes for one as opposed to two sessions. The number of online enrollments by semester from Spring 2008 to Spring 2011 is displayed in the chart below.

Table 6.1



Likewise, the increase in the total number of classes corresponds to increased enrollments. The result is a total enrollment for 2010-2011 of 3,060, a 22% increase from the previous year. Academic year data, enrollments, and percentage growth is displayed in the table below.

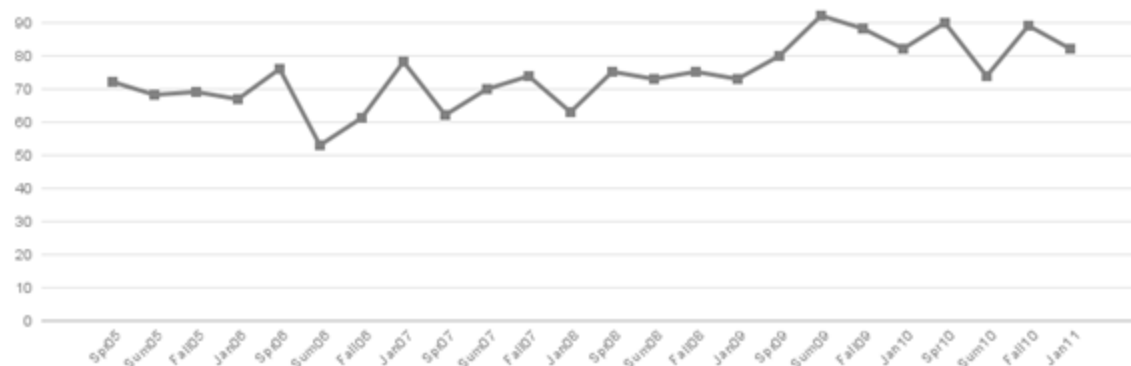
Table 6.2 **Number of Online Classes and Enrollment by Academic Year**

Year	Total # of classes	Change	Total # of enrollments	Change	Enrollment Growth % Rate
2010-2011	213	(+19)	3060	(+552)	22%
2009-2010	194	(+61)	2508	(+795)	47%
2008-2009	133	(+77)	1713	(+997)	139%

2007-2008	56	(+24)	716	(+170)	31%
2006-2007	32	(+11)	546	(+272)	99%
2005-2006	21	(+3)	274	(+12)	5%
2004-2005	18	(+3)	262	(+61)	30%
2003-2004	15	(+4)	201	(+59)	42%
2002-2003	11	(+2)	142	(+60)	73%
2001-2002	9	(+3)	82	(+33)	67%

Students enrolled in online classes have demonstrated strong academic performance that has resulted in successful program progression and degree completion. Average successful completion percentage is defined as the number of students who complete the course with a passing grade/total number of students at census; the completion percentage within a semester has ranged from 50% to 90%.

Table 6.3 **Average Successful Completion Percentage for Online Students**



Total fall-to-fall retention rates for online programs at SUNY Delhi have ranged from 58% to 67%. These figures represent the BBA in Veterinary Technology Management, and RN-to-BSN program, 2007-2010.

Table 6.4 **Total Retention Rate for Online Programs**

	2007-08	2008-09	2009-10
All Online Programs	60%	57.3%	56.7%
Veterinary Technology Management	60% (15/9)	46% (13/6)	50% (6/3)
RN-to-BSN		59% (83/49)	57% (114/65)

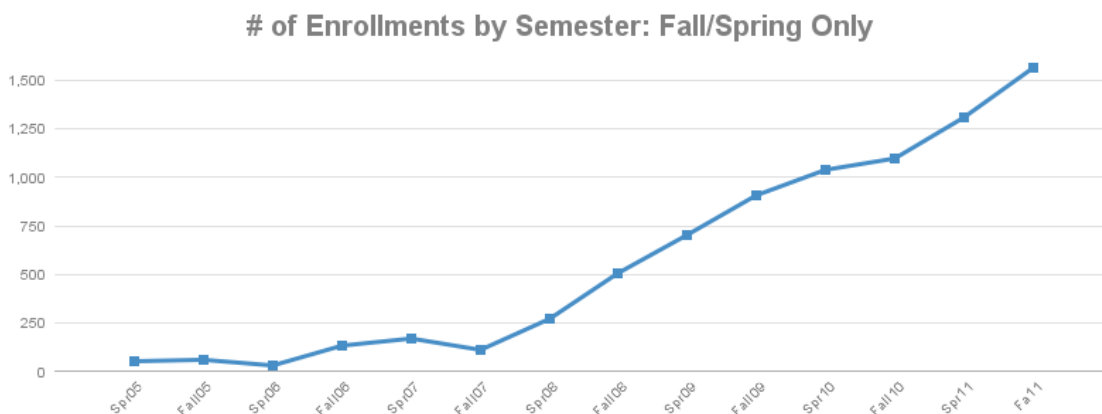
Veterinary Technology Management Program

The Bachelor of Business Administration (BBA) for Veterinary Technology Management was launched in 2007. The primary educational and career objective of this program is to graduate technicians who possess business management capabilities. The semester-by-semester curriculum layout indicates how this goal has been integrated to provide the technician with the knowledge and skills necessary to compete successfully as a technician-manager in the evolving world of veterinary and laboratory animal medicine. Since 2007, the Veterinary Technology Management online program enrollment has remained stable at 35 students.

Online RN-to-BSN Program

In 2007, the online RN-to-BSN program received SUNY and State Education approval and registration. High needs funding was received to support faculty hiring, marketing the program, and providing support services. In 2008, the second round of SUNY High Needs funding was received to support online program development, and the program was launched for students in January 2008. The initial enrollment of 35 students grew to 77 by the end of that year. By the end of 2009, the RN-to-BSN program enrollment exceeded 200 students. Faculty, staff, and support services continued to expand consistent with the business plan. The program was accredited by the National League for Nursing Accrediting Commission in June 2010. Additional faculty and staff have been hired to support the enrollment growth of this program. The number of enrollments by semester in the BSN program are displayed below.

Table 6.5



We project enrollment will exceed 600 students for Spring 2012 in the program. Recruitment efforts historically have focused on New York State; a proposal is currently in development to target national geographic regions. The retention rate has been stable, ranging between 57% and 59%.

Online Program Structure

SUNY Delhi Online Education (DOE), a Computer Information Systems business unit, was established in 2007. The position of Coordinator of Online Education is currently vacant and a search is underway to fill the position, which reports to the Chief Information Officer. The Assistant Coordinator of Online Education reports to the Coordinator of Online Education. DOE staff work closely with the Provost and the faculty, providing consultation and training on

instructional design, techniques and tools, user support, course and program development, and marketing.

The online RN-to-BSN program is one of three programs (LPN, ADN, RN-to-BSN) offered in the School of Nursing which lies within the Division of Liberal Arts and Sciences (LA&S). The School of Nursing Associate Dean reports to the Dean of Liberal Arts and Sciences. There are dedicated nursing faculty who provide instruction for the online RN-to-BSN program exclusively. The Dean of Liberal Arts and Sciences also oversees LA&S faculty and their online course offerings.

The online Veterinary Technology Management program lies within the Division of Applied Sciences and Technology. The Veterinary Science Technology Department Chairperson reports to the Dean of the Division of Applied Sciences and Technology.

Summer School

Delhi's robust online summer offerings include an array of courses that allow students to catch-up or accelerate their studies. The summer courses are offered in two seven-week sessions. After starting as an experiment following the enrollment problems of a traditional summer school, online summer courses in liberal arts, business, hospitality, nursing and veterinary science technology enrolled over 600 students in 2011. This was an increase of over 200 students. In order to boost enrollment, the College invested in strengthened promotion and offered an additional stipend to faculty members willing to teach a summer course.

Inter-Institutional Programs

Since the previous Self-Study, Delhi has strengthened its regional reputation by extending its baccalaureate hospitality programs to Schenectady County Community College (SCCC) by entering into an inter-institutional program agreement to offer a joint program leading to a BBA in Hospitality Management from SUNY Delhi. Students are admitted to full junior status provided they met Delhi's program requirements, and receive credit according to the articulation agreement of equivalent courses. Students take classes on the SCCC campus with on-site Delhi faculty or via Moodle from faculty at the Delhi campus. In December of 2007, SCCC/Delhi hired a new Coordinator to assist in the continued promotion of the programs available at the SCCC campus, and the enrollment number model allowed for hiring the program's first full-time Administrative Assistant. This agreement was expanded in September 2008 to include the BBA in Technology Management: Information Technology offered by Delhi. In 2008, the SCCC/Delhi program finalized discussions regarding offering a bachelor's degree in Criminal Justice at SCCC which started in Fall 2011.

During 2009, the SCCC Business and Technology Management program was officially being offered at the SCCC campus and SUNY Delhi hired the first full-time Business faculty member. SUNY Delhi also hired Coordinators for two new off-site locations: Tompkins Cortland Community College (TC3) and Onondaga Community College (OCC). These coordinators were trained during August 2009 and began marketing the program on their respective campuses in Fall 2009, with the first students entering their programs during Spring 2010. Both campuses are now offering BBAs in Business and Technology Management and Hotel and Resort Management. SUNY Delhi is currently in discussions with Monroe Community College (MCC) in Rochester to offer a bachelor

degree program in Business and Technology Management and online Hospitality Management degree, as well as a bachelor's degree at Suffolk County Community College. All of these programs are formally approved by Middle States.

Enrollment in inter-institutional programs has steadily increased. While 2011-12 shows a decrease in enrollment, student registration is still ongoing. Retention rates for inter-institutional programs have averaged over 60% since 2007.

Table 6.6 **Enrollment in Inter-Institutional Programs**

	2007-08	2008-09	2009-10	2010-11	2011-12
SCCC	95	139	140	156	112
TC3			9	47	40
OCC			12	37	39
MCC					1
Suffolk					12

Table 6.7 **Inter-Institutional Program Retention Rates, Begin Major/Return Major**

Program	2007-08	2008-09	2009-10	Average %
Business and Technology		84% (31/26)	64% (44/28)	74%
Hotel and Resort Management	44% (28/10)	89% (19/17)	50% (10/5)	61%
Travel and Tourism	100% (2/2)	83% (6/5)	80% (5/4)	88%
Average %	72%	85%	65%	74%

Off-Campus Program Structure

The Director of Inter-Institutional Programs for SUNY Delhi oversees all off-campus programs at SCCC, OCC, TC3, and MCC. For business and hospitality programs, the Director reports to the Dean of Business and Hospitality and for the Criminal Justice program, the Director reports to the Dean of Liberal Arts and Sciences.

Student Support Services

There are many noted strengths within SUNY Delhi's support services for online and off-campus students. There is a well-organized, accessible, adequate program of support services (admissions, financial aid, registration, advisement) and learning resources (library, tutoring) for online and off-campus students. For students with documented disabilities, the following services are available: tutorial assistance, assistance with participating in online discussions, viewing and/or hearing online video postings, and hearing online audio postings. In addition, Delhi's Disabilities Advisory Team educates the campus community concerning the mandated requirements for meeting the increasing needs of students with disabilities. In order to accomplish this, the team seeks out the best practices from research and other institutions' experiences, and then provides the campus community with this knowledge to promote the overall success of our students.

Technology Infrastructure and Support

SUNY Delhi's technological infrastructure is adequate to support the current needs of distance learning and off-campus programs. The services provided to students (Bronco Web, Vancko Hall, Email, Library, Technical Support) are all available to remote students and faculty via the internet. Ongoing assessment of technological needs occurs through the Computer Information Systems Service Center. This business unit monitors all activity and help requests that come into the Computer Information Systems department; the data gathered are used to determine what improvements can be made. Service agreements are in place to ensure reliable services are provided on a consistent basis.

The technology helpdesk is available to students who are experiencing issues related to access to email, BroncoWeb, and Vancko Hall. In addition, support is provided regarding appropriate hardware and software. Live help is also available or students may submit an online "ticket" that is completed and sent electronically to the helpdesk staff as a course specific issue or general request.

Information technology requirements and policies specific to distance education are clear, accurate, consistent, and accessible. Compared to other SUNY Delhi programs and courses, distance learners and off-campus students at SUNY Delhi appear to receive comparable services. Standard technical requirement language and policies are clear, consistent, and accessible on Vancko Hall and in every course syllabus template. All courses have a current updated uniform syllabus. The College made the transition from posting syllabi on BroncoWeb to Vancko Hall in Spring 2011.

Orientation

SUNY Delhi has self-paced orientation courses, tutorials, and a help portal that are available at all times. These resources provide significant availability of support to all students, regardless of location. Orientation to technology and technological support are both available to off-campus and online students in a number of ways and places. There are two primary vehicles for this information: the Vancko Hall (Moodle) Student Orientation and the "Get Technical Support" portal, both of which are accessible from a number of locations. The orientation course introduces students to the Moodle course management system as well as other campus technologies, such as webmail and BroncoWeb, the Student Information System (SIS), and is available online 24/7/365. All online instructors are encouraged to send a welcome letter to students that includes a link to the orientation and recommendation to receive the certificate of completion.

Students in the BSN program receive a three credit orientation to their program (UNIV 300), which includes orientation to Moodle. They are provided with links to all of the above as well. Faculty who teach UNIV 300 focus on the progress of students, by evaluating their ability to navigate the learning management system, writing skills, and understanding critical programmatic information. Students are taught to use the various Vancko Hall tools to ensure ease in using the online learning management system.

Tutoring and Library Support

The BSN program staffs a writing tutor/APA editor, who provides guidance to online students in producing scholarly papers. The BSN writing tutor/APA editor is introduced to the students when

each class begins, provides contact information, and communicates with faculty and advisors about students with academic challenges. A webpage has been developed that includes multiple resources for students to help with scholarly writing. The writing tutor documents student's submissions of papers, the course/instructor, and remediation. This is a new procedure that serves to inform the faculty which students have requested assistance, and to provide documentation in assessing the impact of this service on students' academic performance and progression.

Tutoring services are available at each off-site campus for any Delhi course. The Resnick Library supports electronic journals which are accessible 24 hours a day. Students requiring assistance have the option of contacting the library staff directly by instant messenger, phone, or email. In addition, SUNY Delhi is a member of a national library consortium that provides student support 24/7 via instant messaging. Tutorials on selecting scholarly and peer reviewed articles, using the library's electronic databases, and citation guides (APA, MLA, etc.) are available via the library's website, in all the courses, and in the RN-to-BSN Student Handbook in Vancko Hall. Through partnership agreements, students at the off-site campus locations have access to their own partnership campus library and its resources, as well as online resources available through the SUNY Delhi library.

Campus Community Participation

Off-campus and online students are invited to on-campus ceremonies, such as graduation and honors receptions. BSN program information is clear and specific regarding involving students in the academic community. The RN-to-BSN and off-campus programs utilize student, faculty, and administrator representation through several different levels and means to ensure representation in governing the program. Methods include soliciting and using student feedback through various types of evaluations, electronic forums, and a Student Board (BSN) that facilitates student governance. Students are also represented in External Advisory Council meetings. Facebook pages have been established for both the BSN and off-campus programs.

The Director of Inter-Institutional Programs for SUNY Delhi visits each off-site campus at least twice each semester to provide students with an opportunity to share their concerns and suggestions. Opportunities for student governance in other programs exist through Vancko Hall sites, participation in discussion questions and in the question and answer link in the classroom.

Assessment of online and off-site students' level of interest in participation in co-curricular activities is a goal. While it is important to offer and encourage students to participate, additional fees (athletics, student activities, health services, etc.) are an important consideration.

Advisement

Off-campus program (travel, hospitality, business) advisement is provided by the Director of Inter-Institutional Programs, the administrative assistant, and business faculty. Advising appears to take place in an effective manner and is comparable to on-campus and off-campus program advising. Advising typically consists of considerable face-to-face time, by email or phone, and interactions that include career advisement, discussion about effective teachers/courses, and counseling related to personal issues.

Students are able to complete most online and off-campus degree programs within a reasonable timeframe. The BSN program advisement is a considerable strength, having moved toward a

centralized advisement model. Evaluation of this change by students has resulted in a 98% satisfaction rate with the accessibility, responsiveness, and knowledge of the advisor. An advisement site has been developed and launched in Vancko Hall that houses comprehensive information related to their advisor, registration, academic calendar, practicum model, and a vehicle for scheduling phone meetings with each student. BSN students are required to complete a Personal Learning Plan that individualizes the student's curriculum plan, and the anticipated graduation date. In addition, all BSN classes are offered every seven-week session. The Veterinary Technology Management program also offers centralized advisement.

Supporting Online and Off-Campus Growth

In its content, purposes, organization, and enrollment history, the philosophies of online and off-campus programs are congruent with the institution's role and mission. SUNY Delhi has a well-developed mission, values, goals, and Strategic Plan; all are congruent and the goals and values consistent with its mission for the campus community. Specifically, the Strategic Plan states that SUNY Delhi will sustain 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.
- Capitalizing on programs of unique strength by delivering a seamless progression of degrees from the certificate through the baccalaureate and graduate level.

There is clear evidence of a rationale for online and off-campus program development. New program proposals utilize the SUNY and State Education template that includes a rationale, curriculum, and budget to name a few. In the case of the RN-to-BSN program, there is evidence of a rationale for program development included in the program proposal. There is also a rationale for other online and off-site program development, in that they help meet these identified institutional objectives: optimizing the utilization of staff and faculty; creating opportunities to produce new revenue; and eliminating structural, institutional and policy barriers.

SUNY Delhi's strength is the consistency in practices between the main campus and all off-site campus locations and online programs. Student admission strategies for online and off-campus programs are currently in compliance with *Middle States* Standard #8. SUNY Delhi has also developed a calendar of additional summer online offerings to facilitate retention and progression of students.

Faculty Training

SUNY Delhi has developed orientation, training, and support programs in distance education modalities that include instructional methods and evaluation for faculty. Technology support for online faculty is widely available. SUNY Delhi has developed online self-paced orientation courses and has significant online tutorials and resources available for faculty, as well as a College Senate approved set of guidelines for online course development. Several distance learning faculty and staff have completed the Quality Matters training, a program designed for online course quality assurance purposes. The campus is developing methods for addressing differences among programs, and the

opening of the new Callas Center for Teaching and Learning will provide a significant step forward for faculty development, training and support.

The BSN program has a very well-designed and implemented orientation procedure for new faculty. The primary emphasis of faculty development is in developing necessary skills in the technologies and pedagogies of online learning. Faculty are introduced to VH and Moodle, and complete assignments on navigating the LMS, including sending emails, uploading documents, accessing other academic electronic sites, and learning about other program-specific content. The new faculty member becomes familiar with the library electronic databases and submits an assignment that addresses knowledge of APA format. Prior to beginning instruction, new faculty members shadow an experienced instructor in the course they will be teaching. Newly recruited faculty are assigned a preceptor who provides intensive and individualized guidance in instruction and conducts a formal evaluation at the conclusion of the course. The preceptor regularly enters and views the instruction (e.g., discussion question postings, grading of other assignments) of the new faculty member and makes recommendations for change or improvement.

The Liberal Arts and Sciences faculty are required to complete instruction training prior to online course development. The Coordinator of Online Education tracks course development training and approves developed courses.

Faculty Development and Governance

Members of the RN-to-BSN nursing faculty are active participants in the governing structure across campus and within the program and are being integrated into the governance of the College. The program's faculty participate in multiple committees and activities. There is strong support for faculty involvement in ongoing curricular improvement, course maintenance, and department meetings. As part of bringing the BSN program into the full functioning structure of the College, faculty actively seek out opportunities for involvement, and are part of many campus meetings when technology is available for their inclusion.

Off-Site Coordinators and faculty who teach online courses in other programs have the opportunity to participate in campus-wide committees, department meetings, and advisory council meetings. Due to the distance from the campus, participation is not always possible, but opportunities to contribute and participate are readily available. Off-site full-time faculty also have the opportunity to assist in the development or revision of curriculum and courses. Full-time and adjunct faculty are also welcome to participate in ongoing faculty development workshops on the main campus or through electronic tutorials. Policies and procedures concerning tenure, promotion, grievances and discipline are available to all full- and part-time faculty through the SUNY Delhi website.

While there is interest on the part of the College and faculty in participation in the governing structure and staff development programs, the utilization of conference call technology is costly and inefficient. The College is investigating options to implement web conference technology to allow maximum participation by faculty and staff.

Transfer and Articulation

Policies and procedures regarding transfer credit and credit for extra-institutional college-level learning are published and implemented. SUNY Delhi's institutional policies concerning articulation and transfer to online and off-campus programs currently follow the main campus articulation

procedures. Decisions regarding transfer credits are program specific and outlined in individual articulation agreements.

Articulation agreements for the BBA in Business and Technology Management degree program exist at SCCC and with Hudson Valley and Fulton-Montgomery Community Colleges. SUNY Delhi is in the process of initiating articulation agreements with the following New York State community colleges: Westchester, Broome, Adirondack and Rockland. Articulation agreements for the BSN program are numerous; examples include Columbia-Greene Community College, Tompkins Cortland Community College, Ellis Hospital School of Nursing, Broome Community College, Onondaga Community College, and A.O. Fox Hospital, Oneonta, New York. SUNY Delhi is currently exploring articulation agreements for the BBA in Veterinary Technology Management program with Westchester and Genesee Community Colleges. And recently the College has instituted articulation agreements for the Criminal Justice program with SCCC, Hudson Valley Community College, and Bryant and Stratton Institute.

Assessment

Online and off-campus programs meet standards for quality of instruction, academic rigor, and educational effectiveness that are comparable to other institutional offerings. As mentioned above, the BSN program has comprehensive orientation and training programs for both new full-time and part-time faculty. A computer-based training program for faculty housed on Vancko Hall mirrors the new BSN student orientation. In addition, a procedure and instrument for BSN online course and instructor evaluation has been implemented. Student evaluations of courses and instruction are obtained every semester. The evaluations have been consistently above average with respect to student satisfaction of courses and instruction. Instruction is evaluated annually by the Associate Dean or a peer. A faculty development program has also been implemented that includes topics such as online instruction strategies including multiple Moodle electronic training modules, and facilitating success with the at-risk student. The RN-to-BSN program assessment is conducted on an annual basis using NLNAC standards.

There is evidence of student learning outcomes for the BSN program (Appendix 6-1), and the LA&S curriculum follows general education review. A new institutional assessment committee with campus-wide representation has been formed and the charge of improving the effectiveness of the College's institutional, academic and co-curricular assessment efforts is among the College's highest priorities. The charge of the committee is to aid in achieving the campus goal of sustaining a culture of assessment designed to support the continuous improvement of academic and co-curricular programs.

Strengths

- The College's goals and values have been revised and strengthened to include the growing numbers of online matriculated students in remote locations. Such revisions will foster congruency between the mission, values, and goals of the institution and the mission of the SUNY Delhi Distance Learning Program which is to provide access to quality and student-centered higher educational opportunities that will develop well-rounded leaders and critical thinkers who can solve problems in an increasingly complex, dynamic, and global society.

- There is a well-organized, accessible program of support services for online and off-campus students. The services offered to off-site students include tutoring, online library assistance, technical assistance and online career services.
- The College recognizes that online and off-campus programs require campus-wide services. Existing benchmarks established for these programs, particularly the BSN program, are continuously being evaluated.
- The BSN has a strong centralized advisement model and a program writing tutor.
- A Service Agreement has been established as a means of documenting the functionality of the learning management system and the needs of distance learning and off-campus programs.
- Orientation to technology and support are available to online and off-campus students.
- The log-in page for SUNY Delhi's Learning Management System (LMS) displays the link for technical requirements; students have the opportunity to view the technical requirements every time they log into their classes and/or contact the helpdesk by phone or email. Also, on-campus students can easily receive face-to-face assistance while this is not available to most distance learners.
- Student learning and general education outcomes are included in syllabi for the BSN program, Liberal Arts and Sciences courses, Veterinary Technology Management, and off-campus programs.
- The BSN program executes a comprehensive annual systematic assessment.
- A website has been set up to host institutional research data; however, faculty are in need of education to access and interpret the data regarding programmatic performance.
- SUNY Delhi is in the process of establishing an institutional assessment plan that includes multiple measures, faculty collaboration, timetables, and in which results are shared for online and off-campus programs.
- Broad, diverse, and consistent Liberal Arts and Sciences offerings are being expanded to support online program growth. A business plan to support staffing for Liberal Arts and Sciences course offerings is being developed. An increased incentive for online course instruction was offered for summer 2011.

Challenges

- There is a need for College-wide standardized benchmarks that indicate the level of service that can be provided for the online and off-campus teaching and learning communities as they grow.
- Assessment of the impact of distance learning activities on the College's ability to achieve its institutional mission and goals is conducted on an individual programmatic basis (BSN), but a comprehensive college assessment is being developed.
- While multiple resources exist to hire, orient, train, and support distance learning faculty, it appears that the resources are underutilized, and there is need for a more formal policy regarding incentives, compensation for substantive course revision, and requirements for faculty.
- Although officially encompassed within institutional guidelines and procedures, there is a lack of formal policy and procedure in all areas related to faculty in Liberal Arts and Sciences

and BBA Veterinary Technology Management courses/programs, particularly regarding faculty evaluation.

- There are significant differences between the standards, policies, and procedures of the BSN program versus the other online and off-campus programs and courses offered at Delhi. The BSN program has highly developed and monitored procedures for orientation, precepting new faculty, and evaluation of faculty. In other divisions, however, there are fewer requirements regarding standards that faculty must meet for teaching an online course. This can result in different online course room environments, experiences, and learning outcomes among programs. (See Appendix 6-2 and 6-3.)
- Distance learning faculty have published and implemented standards and procedures for appointment, promotion, tenure, grievance, etc. This is comparable to on-campus faculty. However, outside of the BSN and off-campus programs there does not seem to be standard policy and procedure for review of instruction of all individuals who have responsibility for educating in distance learning situations.
- Ongoing development for faculty teaching online courses is encouraged but not required. Within the Veterinary Technology Management BBA program, a formal orientation, training, and ongoing support for online faculty are in development.
- Attendance (through use of technology) of online and off-campus faculty is generally considered when planning activities, trainings, and meetings. However, the quality of the meeting and forum technology is inadequate.
- As online program and course enrollment continue to grow, the technological infrastructure and systems will need to be prepared to adjust services at an appropriate ratio and within a necessary timeframe in order to continue meeting needs and service level requirements.
- There continue to be challenges with helping students understand and make use of the wide range of resources available to them. Students seem to require assistance and prompting to use the technological help, orientation, tutorials, and other available resources.
- Regular systematic assessment is insufficiently documented for the Veterinary Technology Management and off-campus programs.
- The campus lacks a repository for retention and graduation data for online and off-campus programs.
- Students in the Veterinary Technology Management program have difficulty completing their program in a timely manner because of insufficient numbers of lower division online LA&S courses and a reliance on Empire State College for business course requirements.
- As enrollment grows in online programs and the number of sections multiplies, concerns will arise about quality and course revisions resting with the faculty.

Recommendations for Improvement

- More in-depth institution-wide standards for distance learning training, orientation, professional development, course and instruction evaluation are needed.
- Adding an instructional design team to partner with faculty to manage course development and substantive revisions is a model that will need to be explored.
- Continue to develop standard procedures for the collection and dissemination of retention data for online and off-site campus locations.

- Assess level of interest by students and establish procedures whereby online and off-site students are able to participate in campus extra-curricular activities.
- Continue to strengthen the use of quality web-based technology as standard practice during all campus meetings and events to involve off-site faculty and staff.
- Establish systematic assessment plans based on established standards for the Veterinary Technology Management and off-campus programs.
- Veterinary Technology Management students may, without careful advisement, have difficulty completing degree requirements in a reasonable amount of time because of lack of elective and required offerings. Course schedules will be reviewed to decrease time to degree completion for these students.
- Establish and test support service benchmarks to provide a blueprint for the development of new and existing programs. Market research, detailed business plan, timeline, definition of metrics for success, and defined levels of service that coincide with program growth over time are essential elements that must be measured periodically according to an established timeline.
- Provide quality instruction for distance learners through use of qualified faculty and course design, develop formal institutional policies and procedures related to the hiring, orientation, training and evaluation of all distance learning staff, including adjuncts. This approach will also entail adding instructional design personnel to assist faculty with course development. It is important to recognize SUNY Delhi's reliance on adjunct instructors to meet distance learning course and program needs.
- SUNY Delhi has a rapidly growing distance learning student population that consists of both online and off-campus students. Students should be afforded the opportunity to participate in academic community activities that include but are not limited to evaluations, external advisory councils, and through the learning management system. Establish standards whereby all instructors encourage students to utilize the "Q&A in the classroom," and consider establishing regularly scheduled program-specific student/faculty forums. Student surveys related to online student involvement in campus activities will be used to glean data regarding student involvement in the academic community; perhaps questions requesting specific information about what activities are of interest to online and off-campus students.

Summary

Consistent with its goal of sustaining educational innovation by using technology to overcome geographic barriers and provide students maximum flexibility in pursuing their degrees, online programs and enrollment are central to Delhi's smart growth strategy. The College is widely considered a leader both in quality course development and the range of its offerings. The growing pains that have occurred reflect the success of these programs and the College's capacity to correctly identify a niche for its programs and courses. Delhi is committed to maintaining its leadership in online education and is presently recruiting staff and making organizational changes to sustain and enhance the quality of its online offerings and its service to faculty interested in delivering such courses.

Conclusion—Focusing on the Future

“Because the student is the most important member of the SUNY Delhi community, the college is committed to student success through academic achievement, civic engagement and experiential learning” (SUNY Delhi Mission Statement). SUNY Delhi students consistently state that they value their academic experience and the relationships they develop with faculty and staff; they appreciate the campus atmosphere and all that it has to offer; they appreciate our beautiful setting; and they like and value each other. SUNY Delhi is a student-centered institution that places student success at the forefront of its mission. This focus on mission, a dedicated faculty and staff, strong leadership at all levels of the institution, creativity and a focus on continuous improvement have brought the College to the strongest point in its 100 year history.

Through the process of this Self-Study, the Steering Committee has tried to summarize the exceptional period of growth and noteworthy record of success since our last Self-Study and the 2007 Periodic Review Report. The College faculty, staff, and administration have diligently acted to address the recommendations in these documents and this innovative responsiveness is a key characteristic of the College’s continued success.

As a direct result of findings from this current Self-Study, the College has already implemented many changes and begun new initiatives that will help strengthen SUNY Delhi for years to come. The campus has adopted a new mission statement and Strategic Plan to direct the future growth of the institution. A new digital document repository, campus-wide assessment committee, and institutional effectiveness website will all help coordinate the ongoing effort to build a stronger culture of assessment on campus. Self-Study findings have also served as an impetus to create two important campus positions – a Coordinator of Institutional Effectiveness and Assessment and a Campus Webmaster – which will both be integral to supporting organization and coordination in those respective areas.

As the College moves forward, there are areas where resources should be focused to maintain the positive momentum that has been documented over the last decade. The recommendations cited in this Self-Study can be categorized broadly as:

- Maximizing student success
- Standardization of best practices across campus
- Strengthening academic programs
- Improving collaboration, coordination, and communication across the campus

A revitalization of the campus retention effort via a new “student success work group,” which will study and assess issues including the freshman experience, information literacy, learning support, advisement, probation and academic jeopardy, would help maximize student success. Also, a comprehensive enrollment plan that evaluates program mix, implements targeted recruitment with increased selectivity, ensures more scholarship opportunities, and helps “close the loop” through internship and employer data utilization would also enhance student success. In addition, we need to continue to improve the services and opportunities necessary to include our growing number of off-site students and faculty/staff into the campus community.

The College is in need of standardization of many practices across the campus to help eliminate any unevenness that may exist. Many areas of the College excel in the areas of assessment, accountability, and faculty/staff training which could serve as “best practice” models to other areas of campus. The new Coordinator of Institutional Effectiveness and Assessment could draw upon these areas of strength and work with the Assessment Committee to further develop a formal assessment plan, assessment calendar, and through effective staff development create valuable data-driven change on campus. The College should hold all campus community members to high standards regarding performance thereby fostering a culture of “perpetual improvement.” The College also needs to embrace the new document repository to ensure that easy, consistent, and transparent access to campus data becomes the new standard on campus.

The College will continue to strengthen academic programs. Through stronger program reviews, increasing use of external accreditations, and consistent use of student evaluations and classroom observations, usable data could be used to change and improve our academic offerings. Additional focus on information literacy and utilization of an online instructional design team will help build stronger courses for our students. Further campus discussion on improving adjunct performance while assessing the frequency of their utilization should certainly be considered. Also, continued support for the affirmative action plan and further standardization of faculty/staff training (especially in the area of distance learning) would benefit the overall strength of our academic programs.

Improved collaboration, coordination and communication between faculty/staff, students, departments and campuses will permeate all that we do, while remaining mission focused. Re-institution of the Strategic Planning Committee will help to align the College’s Strategic Plan and unit missions with the day-to-day activities across campus. Despite the continued fiscal challenges, a broad-based discussion of “smart growth” will continue, including the development of benchmarks in the area of program growth (especially off campus). Continued evaluation of the balance between “brick and mortar” and off-site program development, improving student success, responding to technological demands, and implementation of the master plan are examples of campus priorities that will need broad campus dialogue and engagement. In addition, an analysis of the impact of “shared services” with SUNY Cobleskill looms large in our future.

The conclusion of this Self-Study occurs at an auspicious time for the institution, coinciding with the College’s preparations for its Centennial in 2013 when we will celebrate 100 years of *Inspiring Minds, Changing Lives*. What better time could there be to reaffirm our history, reflect on the past, and continue to plan for the successful future of the college. As stewards of the institution, it is our responsibility to position the campus for the future - by leaving it stronger and better positioned to continue to fulfill the College mission. As a Steering Committee we are confident that we have accomplished a thorough introspective evaluation which has produced accurate findings and realistic recommendations which will help guide the College into its next 100 years.

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