Monitoring Report to the
Middle States Commission on Higher Education
from
STATE UNIVERSITY OF NEW YORK AT DELHI
Delhi, NY 13753

Dr. Candace S. Vancko, President

Dr. Debra Klinman
Accreditation Liaison Officer

March 1, 2013

Subject of the Follow-Up Report:

Document evidence that the institution has achieved and can sustain compliance with Standard 14, including but not limited to (1) the development and implementation of a documented, organized, and sustainable process to assess the achievement of student learning goals in all programs, including general education, including multiple measures that maximize the use of existing data and information, and providing evidence that assessment information is used to improve teaching and learning. Request that the monitoring report provide documentation of (2) an assessment of the effectiveness of administrative structures in relation to recently implemented shared services agreements, including evidence that there is a chief executive officer in place whose primary responsibility is to lead the institution toward the achievement of its goals, and that there are qualified administrative leaders in place appropriate to the goals, type, size, and complexity of the institution.
                    -MSCHE June 29, 2012 letter to SUNY Delhi President

Date of the Evaluation/Follow-Up Team's Visit:
March 27-29, 2013

Introduction

SUNY Delhi, one of 64 campuses in the State University of New York (SUNY) System, is located in the foothills of the Catskill Mountains, approximately 3.5 hours from New York City and less than 2 hours from the state capital of Albany.   The campus consists of 625 acres with 44 buildings, including 6 residence halls. The SUNY System is led by a chancellor and is governed by the SUNY Board of Trustees.

Founded in 1913, SUNY Delhi has experienced tremendous growth over the past decade, reaching a record enrollment of over 3,100 students representing virtually every county in New York State.   The Mid-Hudson region is the fastest growing segment of the student body and nearly 25 percent of students come from Metropolitan New York and Long Island.   Delhi's student body also reflects the diversity of New York State's population, with students of color accounting for nearly 25% of total enrollment. Delhi is carving a unique niche in higher education by offering seamless, technology-based education that includes specialized certificates, more than 40 associate degree programs and 13 distinctive baccalaureate programs.

Dr. Candace Vancko was named ninth president of SUNY Delhi in June, 1999. In addition to serving as president of SUNY Delhi, President Vancko was appointed Officer-in-Charge at SUNY Cobleskill in August 2011. Currently, Delhi and Cobleskill also share five cabinet level positions (Operations, Business and Finance, College Relations, College Advancement, Enrollment Management) and a number of sub-cabinet level posts (web management, grant writing, veterans' services, and information technology procurement).

Progress to Date and Current Status

Standard 14—The Assessment of Student Learning

SUNY Delhi immediately began to address the requirements and recommendations made by the MSCHE Evaluation Team concerning Standard 14 in April, 2012. Though the team commended the campus on its progress in establishing a systematic campus-wide assessment program, singling out its Assessment Committee and the Coordinator of Institutional Effectiveness and Assessment for their efforts, it nevertheless found insufficient evidence that Delhi's assessment processes were systematically formalized, documented, and sustainable. The campus' first action, therefore, was to codify its processes—including concrete assignments of responsibility and timetables for implementation—in a formal document: the *SUNY Delhi Institutional Effectiveness Plan* (Appendix I). The *IEP* was composed during the spring and summer of 2012 and afterwards formally adopted by the campus administration.

The plan details how the groups responsible for institutional effectiveness (the President's Cabinet, Deans' Council, Student Life, Assessment Committee, Budget and Planning Committee, and Coordinator of Institutional Effectiveness and Assessment) work together to ensure that

the College's dedication to continuous improvement and data-driven decision making remains effective. It documents that the institution's Strategic Plan, Budgeting and Planning process, and Assessment Plan are well coordinated and interrelated, informing institutional decisions at every level of the organization.

At the heart of this plan (and most relevant for considerations of compliance with Standard 14) is the *SUNY Delhi Academic Assessment Plan*, contained on pages 4-13 of the *IEP Plan* (see Appendix I). The *AAP* demonstrates, among other things, how our institution uses the State University of New York Program Review process to document, monitor, analyze, and utilize the assessment of student learning. Offsite and online programs follow the same assessment processes as on campus programs; both full- and part-time faculty participate in assessment.

As detailed in the *AAP* and in Appendix IV of the Institutional Effectiveness Plan, each academic area at SUNY Delhi now has a program-level assessment plan, and each plan meets the following criteria:

- Each program has clearly stated student learning outcomes (SLOs).
- Evidence of student learning is collected and clearly linked to expected outcomes.
- Targets/benchmarks for SLOs are established and justified.
- Assessment results are regularly reviewed and changes made to improve student learning are documented.
- The assessment process itself is reviewed regularly for effectiveness and efficiency.
- The plan adheres to the College and SUNY timetables.

In addition, the SUNY Delhi *General Education Assessment Plan* was substantially revised and updated over the summer of 2012 and fully implemented beginning in September (see Appendix II). The plan now clearly identifies measures and criteria for assessing specific student learning outcomes for the ten general education areas. Each area is assessed on a three-year cycle, and the results are used to make curricular and instructional improvements on the section, course, and program level. The data gathering process now includes documentation of the first level of closing the loop activities with further levels of review occurring at the division level as well as through the college-wide Assessment Committee.

The Assessment Committee, now an official committee of the College Senate, is made up of representatives from across campus, including both academic and non-academic areas. In addition to nurturing and sustaining assessment across the campus generally, the committee is charged with:

- Tracking assessment programs across campus, monitoring them for compliance with the *SUNY Delhi Strategic Plan* and the *Institutional Effectiveness Plan;*
- Assisting academic and other areas to develop robust assessment efforts;
- Reporting on progress in sustaining and improving assessment efforts;
- Identifying data, evidence, and institutional research needed to improve and document assessment efforts;

- Assisting closing the loop efforts and conducting follow-up interviews to ensure that results are being used for continuous improvement.

To assist in the implementation, documentation, and sustainability of these plans, SUNY Delhi has contracted with *Campus Labs* to begin using its *Compliance Assist* software. Overseen and supported by the Coordinator of Institutional Effectiveness and Assessment, the system is currently being used to record and document all academic assessment activities, including the assessment of student learning outcomes, and is helping SUNY Delhi track and verify that the analyses of these assessments are being shared and used to improve student learning across campus. This system is a significant advance for SUNY Delhi: it allows us to manage all levels of assessment—from planning to data gathering and analysis to closing the loop and generating automatic reports to monitor campus progress and success—in one place. (See Appendix III for screenshots of sample *Compliance Assist* pages.)

The institution has further demonstrated its commitment to fully implementing a sustainable academic assessment process in other ways as well. It has established a budget for assessment and institutional research ($130,000, including personnel, software, conference travel, and other expenses). Most substantially, it is creating a new institutional research position (to be shared with its sister institution, SUNY Cobleskill) which will begin as soon as we find a qualified candidate. A search is in progress. In Fall 2011, the College also revised the faculty annual report form and the professional development grant form to monitor, reward and recognize involvement in assessment activities.

Evidence that SUNY Delhi Has Implemented this Process

Ample evidence exists that SUNY Delhi's assessment processes are being implemented, that the results are being shared and discussed across campus, and that discussions and analysis of these results have led to improvements in curricula, pedagogy, and instructional programs.

The Coordinator of Institutional Effectiveness and Assessment maintains Delhi's Assessment website, which is fully functional and documents our most recent assessment activities and results. It contains all necessary resources, forms, and links to promote assessment activities across campus. In addition, she is able both to track the implementation of Delhi's Assessment Processes with *Compliance Assist*, including the results of individual SLO assessments and closing the loop actions, and to share this information across campus.

As we are in the first year of a three-year assessment cycle, not every SLO has yet been assessed. Every program, however, has implemented its plan, has recorded its assessment results, and is either considering how best to use those results for curricular improvements or has already made such changes to courses, programs, or pedagogical methods. Now that we have completed one round of assessment activities, the College recognizes that continuous, campus-wide discussions of what counts as meaningful assessment of student learning and

what makes for best-practice in closing the loop activities are needed. Both the Assessment Committee and the Coordinator of Institutional Effectiveness and Assessment reported that, in some cases, closing the loop actions are not as substantive or directed as we might have hoped. Programs with few full-time faculty and limited assessment experience, such as those in the recreation and sports management fields are focused on improving the assessment process itself. The Coordinator continues to meet with program areas to address these issues and improve the process. By meeting with representatives from each program area to discuss assessment results and closing the loop activities, the Assessment Committee monitors and assists program areas in completing and improving assessment processes.

A list of SLOs recently assessed and the results of these assessments (generated by our *Compliance Assist* software) are included in Appendix IV.

Evidence that SUNY Delhi Has Closed the Assessment Loop

Divisions, departments, and program areas have taken numerous recent actions as a result of the assessment of student learning outcomes. For example: in Nursing, students will submit electronic instead of hardcopy portfolios to maximize knowledge of the use of informatics; Hospitality has decided to revise rubrics in some courses so that they more accurately reflect student performance and skill levels; English faculty developed a proposal recommending that students be required to take a second writing course upon completion of ENGL 100 (Freshman Composition); Veterinary Science Technology students will get more exposure to the top 12 skills identified by a recent survey of employers; and in Technology, faculty have been focusing on introducing higher-levels of architectural vocabulary within their courses. A chart showing more complete assessment results from this round and capturing the breadth of recommendations and actions taken as a response is included in Appendix V: Closing the Loop Activities. Some of the most important closing the loop actions from this round of assessment include:

Architecture

Architectural Technology faculty adopted assessment standards mandated by the National Architectural Accreditation Board (NAAB). Faculty determined that some SLOs, including accessible design, sustainable design practices, and design for the purpose of ensuring safe passage from a building, were not being met because they were not being addressed completely in courses. Instructors will modify courses to address these topics. In assessing the Building Materials and Assembly SLO, faculty determined that the rubric for evaluating success vs. failure was too broad. Future evaluation will focus more specifically on the objective.

Automotive Technology

Assessment results indicated that the majority of students not exceeding the SLOs had difficulty using, reading and interpreting manufacturers' published diagnostic procedures. A significant

number also had difficulty reading wiring diagrams and performing basic electrical tests taught in previous courses, leading faculty to conclude that additional instructional strategies and more individualized learning activities need to be implemented. The College is considering the purchase of a diagnostic fault simulator to provide customized individual instruction.

Business

Business faculty set a benchmark of 70% of students meeting or exceeding standards for program SLOs. In instances where this benchmark was not met, faculty proposed pedagogical changes (including integrating additional business scenarios to increase the practical application of business math concepts, additional support outside the classroom, and additional time devoted to core concepts rather than on more advanced concepts) as action plans. Additionally, faculty discovered through the assessment process that instructors were not using a standard grading scale. This will be remedied next semester, and the results analyzed again.

Carpentry

Assessment results met targets in most of the SLOs assessed in Fall 2012 in this area; however, results from two SLOs (rafters and blueprint reading) had a noticeably higher percentage of students who did not meet the standard. Approximately half of the students assessed did not satisfy the standard. Rafter calculation requires a certain level of mathematics knowledge, which could possibly be addressed by Carpentry faculty teaching Carpentry students a subject specific technical math course instead of the general technical math course. Additional data will be collected to assess if this is feasible.

Computer Aided Drafting and Design (CADD)

Though student pass rates on the American Drafting and Design exam often approach 100%, student performance on the most recent ADDA exam revealed some shortcomings in the geometry area where only about 60% of students met the national standard. Therefore, a significant change is being made to CADD 113- Descriptive Geometry, with a new textbook that makes much greater use of work problems and practical applications.

Construction Technology

At the request of the program's Industry Advisory Council, information about internship opportunities is being provided to freshman students in the orientation class (AECT 100). This was done to allow students the earliest opportunity to secure the best possible internship opportunities. Freshmen may also use this information to obtain construction jobs each summer before a formal internship is secured.

Electrical Construction

For an SLO involving writing sequences of operation for control systems, the Electrical faculty concluded that the timing of the assessment measures should be moved to earlier in the semester, and that achievement targets were not met due to this timing.

Golf and Plant Sciences

Assessment results taken from students' performance in courses common to each of four degree options indicated third semester students were approaching target levels while first semester students were not. To better analyze the data, future results will be separated by degree option.

Heating, Ventilating, Air Conditioning and Welding Technology

Results indicated that more HVAC students met safety standards in hands-on laboratory settings compared to theory classes. Since WELD 125 students did well in the theory and written work, but lacked some completed projects in lab, faculty are modifying the lab project list to allow more time on specific processes. In addition, rubrics will be modified to improve the assessment process.

Natural Resource Recreation & Sports

A review of the data showed that the program's strategy to measure all program learning outcomes was not aligned with the campus' reporting mechanism: SLO-specific variables were not measured independently, but rather collectively, which did not lend itself to the recently adopted uniform College assessment measures. As a result, faculty have responded with modified measurements (including weekly quizzes, unit exams, research paper and field internships) in order to refine how they aggregate data. Additionally, program faculty reviewed the program SLOs and determined that they could be consolidated and refined and still reflect the goals and objectives of the program.

Teacher Education

Based on unsatisfactory assessment results, several assignments were modified by clarifying directions, providing examples, and stressing higher level thinking skills. Specifically, results for the SLO addressing the development of a personal educational philosophy were unacceptable. Since students are beginning to develop their own personal philosophies in their first semester of the program, in the future, the instructor will more thoroughly review and discuss the questions that students should consider to assist them in formulating a statement.

Criminal Justice

Criminal Justice faculty reviewed the program SLOs and determined that they are accurate and reflect the goals of the SUNY Delhi CJ program. They reviewed the courses aligned to the SLOs and are attempting to gain a more comprehensive perspective on student competencies by broadening the list of courses to be included in the assessment process for the Fall 2013, Spring 2014, and Fall 2014 semesters (changing the alignment in the curriculum map). Results for the "Liberal Arts Knowledge" SLO were positive and did not merit action.

Liberal Arts

In Science, 67% of students meet or exceed expectations in the "understand the scientific method" learning outcome, with a target of 75%. Monitoring future student assessment in this outcome was recommended to determine if changes are warranted. For "demonstrating application of scientific data and concepts," students met the benchmark. Faculty nevertheless felt that it may be valuable if instructors emphasize this SLO with an extra assignment. Results for the "Liberal Arts Knowledge" SLO were positive and did not merit action. In US History, the SLO concerning "basic narrative of American History" had disappointing results, and faculty are meeting to discuss possible actions; results for other US history areas were generally as expected. Oral communication results suggest that faculty were not using the entire rubric (ratings were much higher than expected), so the department will train faculty before the next round of assessment. Results for mathematics were positive and did not merit action.

Hospitality Management

The assessment process in the AAS program yielded the need for revisions to the rubrics used to assess various projects. In courses that involve mathematics, Peer Supplemental Instructors (PSIs) will be implemented as results in that area were disappointing. In addition, teaching strategies including group interaction will be employed to encourage reasoning, to assess and critique others' progress on projects, and to inspire and relate to each other. With the Bachelor of Business Administration, in one case, examinations were used to assess a particular SLO. Overwhelmingly successful data led the instructor to conclude that exams should be more difficult or the grading process needed to be more rigorous. In another case, a final course project was used for assessment purposes. Based upon poor results, it was determined that the project needed to be explained better, presented earlier in the semester, new locations need to be secured, and expectations for written submission and presentation expanded.

Nursing

In the associate degree program, course modifications were proposed based on assessment results, including: incorporating additional content on nutrition; adding more scenario based learning to lab focusing on enteral feedings; incorporating additional concentrated simulation scenarios with medication administration that include organization, assessment, and prioritization; incorporating collaborative and delegation processes into the learning-based

scenarios and requiring students to consider collaborative efforts with the healthcare team in clinical assignments; and a writing assignment requiring students to use evidence-based research articles. In general, nursing faculty saw a significant drop in the number of students who met or exceeded expectations from the previous year. Since there were no significant changes, other than the change to e-Textbooks, to courses or curriculum, instructors will likely make the e-Textbook optional for students rather than a requirement (to determine whether or not the e-text is the cause of the drop). With the BSN, results from the program assessment consistently show at least 90% of students meeting or exceeding the standards. Since this is an online program with courses offered every seven weeks, many recommendations from assessment data involve moving modules of the course to different times during the seven weeks to better scaffold the material. For example, a module on library retrieval of sources will be moved earlier to help students complete a subsequent module requiring a journal article reference. Modifications to rubrics, wording of particular assignments and discussion questions, new assignments that provide current information in the field, and opportunities for service learning were also made to enhance student learning and strengthen the program.

Veterinary Science Technology

The top 12 most important tasks, as indicated by a survey of employers of SUNY Delhi graduates, were assessed at the program level. In the Surgical Nursing course, even though most students were successful, 20% did not meet the standard for a crucial surgical preparation task. Faculty concluded that class size should be reduced so that students have greater opportunity to practice this task. To address this, the administration is adding two faculty lines to the program. Additional action plans include an assignment that requires students to engage in a face-to-face discussion with their advisor to enhance interpersonal skills. Though the results of the Spring 2012 Veterinary Technology National Licensure Exam show Delhi students performing above national averages, scores in dentistry were relatively low. The faculty is considering ways to improve the teaching of dentistry, including the possibility of a required course.

Resnick Library

Library faculty assess student learning outcomes through short classes taught across the curriculum, and through discipline-specific research assignments. Over 1,300 students attend approximately 80 instruction sessions each year. Student evaluations regularly report improved confidence in ability to find appropriate resources for their assignments, but students still have questions about citing and referencing sources, and incorporating sources into their written assignment. In response to citation confusion, librarians are dedicating more time to citation exercises which have received positive feedback from students on post-session evaluations. Librarians have assisted faculty in Nursing and Veterinary Science in redesigned assignments. The nursing assignments will be assessed again to make further refinements; the veterinary results already show significant improvement: in Spring 2012, 75% of students met expectations, and over 50% of students exceeded them. Areas identified for improving the assessment process include aggregating student evaluations received by all librarians to better

identify trends and best practices, and establishing targets for measuring outcomes in nursing and veterinary science assignments.

Promoting Student Success through Assessment

Over the past two years, SUNY Delhi enacted numerous additional steps to enhance its use of data to improve student performance. It has sponsored four college-wide Assessment Days to train faculty in how to plan, gather data, and use assessment results. These semi-annual events include both plenary sessions and program level workshops. Over 100 faculty members have attended each of these sessions, with topics ranging from using rubrics to constructing curriculum maps to writing useful student learning outcomes. Immediately following campus Assessment Days is a semi-annual Sharing Teaching Ideas program at which faculty members discuss best practices, demonstrate teaching technologies and make presentations about classroom and assessment strategies that promote teaching and learning. More than 75 faculty members attend each semester. More broadly, the College is making thorough use of disaggregated results from the Student Opinion Survey and retention data by program to better target efforts to improve student performance. The initiatives reflect widespread College efforts to make data-based adjustments to strengthen student performance.

In Spring 2012 the College expanded efforts to improve student success through a campus-wide Student Success Work Group. The group was created as a result of data suggesting recurring freshman-level challenges that adversely affected student retention. Significant attention has been focused on the freshman experience, particularly on improving student performance in academically demanding classes, strengthening advisement, and expanding the Freshman Seminar to program with relative low rates of student success. In Fall 2012 the group assisted the business faculty in revamping its orientation course; this seemed to contribute to greater levels of the course's success. The Work Group implemented the use of Peer Student Instructors (PSIs) in General Biology which appears to yield better grades and greater student success in meeting natural science learning outcomes.

Other recent efforts centered on improving educational outcomes in the areas of mathematics and writing skills. After accumulating multiple semesters of student success data, mathematics faculty created an extra hour version of College Algebra, which shows higher pass rates and better success on core learning outcomes. Based on evidence suggesting that smaller class sizes would increase student performance in statistics, the College substantially reduced class sizes and is finding that, as expected, student success is responding positively. After an analysis by English faculty, the College adjusted its offerings for English Language Learners and is now beginning a Writing Across the Curriculum program campus-wide with sixteen faculty from programs across campus in the pilot effort.

Standard 5—Administration

As directed by the MSCHE Evaluation Team, SUNY Delhi has evaluated the effectiveness of administrative structures in relation to a recently implemented shared services agreement in a

number of ways. President Vancko has surveyed the campus community, met with the leadership at each campus to review the status of shared services, and at regular intervals advised the SUNY Chancellor and the university trustees as to the progress made at each campus. The Delhi and Cobleskill cabinets meet jointly on a semi-annual basis to review the status of shared services and address areas where collaboration may prove beneficial and to revisit the effectiveness of the current structure. The Delhi cabinet additionally devotes a portion of each of its semi-annual retreats to a review of the effectiveness of the shared services arrangement.

Shared services realized approximately $433,000 in savings for Delhi. Over $200,000 of these savings came as the result of six shared cabinet–level positions and the sharing of other positions, primarily in administrative areas. These savings and shared positions have allowed Delhi to reinvest in mission critical positions and to address some pressing needs in the areas of technology procurement, grant writing, fund raising, institutional research and enrollment services. In addition, Delhi has added or filled vacant positions in culinary arts, history, the natural sciences, web design, and veterans' services. Savings have largely been reinvested in academic areas.

Clearly, the substantial challenges of a shared CEO and cabinet have not deterred SUNY Delhi or President Vancko from maintaining focus on institutional improvement. Recent evidence from both the Student Opinion Survey and the SUNY Report Card reveal an institution that cost effectively meets or exceeds university-wide standards for student success as measured by retention+ transfer+ graduation, and does so at a cost per student that is well below the university and sector averages. More recently, academic deans and chairs at each campus commenced discussions regarding articulation and joint admissions arrangements that may better allow students on one campus to move seamlessly to bachelor level programs at the other. Discussions in business and finance, veterinary science, culinary arts, and the golf/plant science areas are progressing.

Nevertheless, surveys of faculty and staff on both the Delhi and Cobleskill campuses understandably revealed strong support for having a president on each campus. Faculty and staff hold the perception that any gain on each campus is offset by reduced access to senior administrators.

In a September 2012 report to SUNY Chancellor Nancy Zimpher, President Vancko stated that "it is in the best interests of Cobleskill and Delhi for each to have its own president." In November 2012, President Vancko also shared a six page Shared Services Update with the faculty and staff at each campus. The document outlines inter-institutional efficiencies, savings, and shared best practices between the two campuses. In late 2012, President Vancko met with SUNY trustees to review the effectiveness, challenges and desirability of a shared CEO and cabinet. Though support for gaining efficiencies that improve services to students remains a university priority, the trustees expressed willingness to revisit the current model. More recent conversations with other SUNY colleges of technology revolve around identifying possible efficiencies and improving programs.

The State University's plans regarding shared services are yet to be finalized; however, President Vancko expects to communicate directly to the MSCHE as SUNY takes steps to restore a single president to each campus. Presently, we anticipate that Cobleskill will be authorized to commence a presidential search as soon as summer or fall of 2013. The communication will include all appropriate timelines and detailed transition planning. In a recent interview Chancellor Zimpher indicated her intention to return each campus to a single president. The Delhi cabinet has accordingly begun to discuss possible transition options with the goal of sustaining the gains, savings and efficiencies that arise from sharing. In mid-March 2013, President Vancko is scheduled to meet with Chancellor Zimpher to discuss the next steps in returning to a single president per campus.

All documents related to this issue are available for review.

Appendices of Supporting Documentation

Appendix I: *SUNY Delhi Institutional Effectiveness Plan*
Appendix II: *General Education Assessment Plan*
Appendix III: Screenshots from Campus Labs' Compliance Assist software
Appendix IV: Program Student Learning Outcomes Assessments for Fall 2012
Appendix V: Closing the Loop Activities
Appendix VI: General Education Assessment Results for Fall 2012
Appendix VII: Associate Degree in Nursing Assessment Results for Fall 2012
Appendix VIII: Bachelor Degree in Nursing Assessment Results for Fall 2012

Conclusion

SUNY Delhi took immediate action to address the requirements and recommendations made by our Evaluation Team and implemented a significant number of steps to meet or exceed Standard 14. SUNY Delhi developed clearly articulated statements of student learning outcomes across all academic programs; these are prominently displayed in the College catalog. Faculty created a documented, organized, and sustained process which assesses these outcomes. The results of these assessments are used to improve teaching and learning across campus. The institution has also demonstrated its continuing commitment to this process by creating a new institutional research position (to be shared with SUNY Cobleskill) and by implementing the Campus Labs *Compliance Assist* software. More broadly, the college-wide Institutional Effectiveness Plan reflects the campus commitment to apply data and comprehensively review the extent to which all functional areas adhere to and support the College's strategic plan and its core academic mission.

Though the shared services initiative was not one that SUNY Delhi entered into of its own choosing, the College has been able to turn the challenge into a significant opportunity to realize savings and promote efficiency and mission-critical efforts. Nevertheless, as a result of significant assessment and analysis of the effectiveness of the new administrative structure,

SUNY Delhi's President has recommended to the State University of New York Board of Trustees that the College have its own CEO. It is clear as a result that SUNY Delhi now meets Standard 5.