# Program Review Templateupdated September 2019

Use this in conjunction with the [Guide for the Evaluation of Undergraduate Academic Programs](http://www.delhi.edu/about/institutional-effectiveness/assessment-committee/program-review/). All highlighted text should be changed. Feel free to include other information that is relevant to your program.

# I. Introduction

## A. The College

Founded in 1913, SUNY Delhi has experienced tremendous growth over the past decade, reaching a record enrollment of over 3,100 students.  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, 17 distinctive baccalaureate programs and two master’s programs.  The College consists of five schools: the School of Applied Technologies, the School of Business and Hospitality Management, the School of Liberal Arts and Sciences, the School of Nursing, and the School of Veterinary and Applied Sciences.

### SUNY Delhi’s Vision Statement

SUNY Delhi transforms lives.

### Mission Statement

Focusing on grit and determination, SUNY Delhi engages its inclusive community through hands on teaching and learning.

### Institutional Values

* Learning
* Collaboration
* Diversity
* Communication
* Hard work/determination

### Strategic Themes

1. **Invest in Facilities** - Provide students, faculty, & staff with optimal living and learning environments.
2. **Invest in People** - Foster a community that is welcoming, safe, respectful, fun, & inclusive.
3. **Human Resources** - Recruit & retain a talented and diverse workforce.
4. **Telling Our Story** - Advance & participate in efforts that positively elevate the campus profile.
5. **Student Potential** - Develop & inspire students to reach their full potential.
6. **Enrollment** - Engage in activities that recruit, retain, & graduate our students.
7. **Academic Programs** - Innovate, deliver, & sustain relevant and cutting-edge curricula.
8. **Modes of Delivery** - Develop, institute, & support academic programs that are provided at non- traditional times, days, and manner.

### Institutional Learning Outcomes (ILOs)

SUNY Delhi has adopted learning outcomes for all students graduating from all degree programs. The outcomes are achieved through learning opportunities in the classroom as well as in co-curricular activities. The following ILOs were approved by the College Senate in 2014:

1. **Communication**: Graduates will communicate effectively and professionally using verbal, reading comprehension, and writing skills.
2. **Critical Thinking:** Graduates will solve problems by analyzing, interpreting, and evaluating information and ideas.
3. **Quantitative Reasoning:** Graduates will apply mathematical techniques to interpret and utilize information represented as data, graphs, tables, and schematics.
4. **Civic Engagement:** Through interaction with diverse populations, graduates will contribute to society in an ethical, professional, and constructive manner.
5. **Technology:** Graduates will effectively utilize existing and emerging technologies.
6. **Sustainability:** Graduates will be able to explain how long-term economic, social, and environmental efficiencies are imperative to their future careers.

## B. The School/Department

Provide an overview of the school or department including a school/departmental mission statement and a list of programs offered.

# II. The Curriculum

A. Program Mission, Goals and Learning Outcomes (see pp. 24 -25 of Guide)

This section should include a program mission statement (defines the purpose), a list of program goals (what you want students to be or have) and a list of student learning outcomes (what you want students to be able to do). Explain how the program fits within the mission of the college.

B. Program Design(see pg. 25 of Guide)

This section should provide an overview of the structure of the program.

Degree Requirements: provide a brief statement explaining the degree requirements of your program. This section should include:

* A table of degree requirements using the catalog format
* A table of semester by semester suggested course sequence

Table 1a: Curriculum Map (a table of program student learning outcomes mapped into required courses to show where each student learning outcome is addressed and mastered).

Insert STEP 3.

Table 1b: PLO/ILO/GE/MSGE Map (a table of program learning outcomes mapped to Institutional Learning Outcomes, SUNY General Education, and Middle States General Education)

Insert STEP 4.

Congruence between Course Goals, Program Goals, and National Standards: describe how your program compares to other institutions or to the standards suggested by national organizations in your field

Depth & Breadth of Program: describe the balance between both required and elective courses including general education components to demonstrate the balance between breadth and depth of knowledge
Comparable Student Learning Outcomes in Multiple Sections of a Course: describe how you ensure comparable student learning outcomes in multiple sections of a course (including adjunct taught sections)
Effective Scheduling of Required Courses and Elective Courses:describe methods used to ensure that required and elective courses are offered in sufficient numbers and at appropriate times to meet student needs

Student Internship Opportunities: describe, if applicable. Include service learning experiences.

Student Research Opportunities:describe, if applicable

Student Participation for Development, Review, and Evaluation of Courses:describe the policy and practice

Advisement Procedures:describe how faculty in the program accomplish advisement. Include advisement worksheets.

C. Program Assessment(pp. 25-26 and pp. 31-32 of Guide)

Provide a brief description that addresses how student surveys are used and gives an overview of how student learning outcomes are assessed. See following tables for reporting assessment results.

Effectiveness in Achieving Programmatic Goals and Objectives:For each program goal listed in the Mission, Goals & Objectives section, give evidence that shows you are meeting that goal.

Effectiveness in Achieving Goals and Objectives in General Education:Explain how your program addresses general education objectives.

#### Discipline-, College-, and Community-Related Student Activities:

Include any service learning.

#### Responding to Needs of the Community:

Describe, if applicable.

Other assessments:Is there evidence students meet external criteria (pass rates on national or state exams)? If so include, those results. Include data on employer surveys and graduate surveys. Do you have an advisory council? How does your program utilize the feedback from the advisory council?

Use of Program Evaluation and Assessment Findings: How have you utilized assessment results? What evidence do you have that those improvements have been successful? In other words, assess the changes you have made as a result of your assessment. What changes will you make to improve the assessment process? (pg. 33 of Guide)

Table 2: Program 3-year Assessment Plan

Insert the 3-year assessment plan (STEP 1) for your program.

Major Findings of Assessment Plan and Assessment Action Plans: Insert the Annual Assessment Report (Found in Vancko Hall, Assessment, Annual Assessment Reports) in the table below. Please format content with external reviewers in mind.

III. The Faculty

A. Faculty Profile

Include an analysis of the profile data. In addition, provide other evidence of subject matter mastery (for example, conference attendance, publications, offices held in professional organizations, honors).

Table 3: Department of \_\_\_\_\_\_\_\_\_\_\_ Current Faculty Profile (department supplies data)

|  |  |  |
| --- | --- | --- |
| **Faculty Summary (as of \_\_\_\_\_\_\_ )** | **Full-time** | **Part-time** |
| ***Number of faculty assigned to the program*** |
| Men |  |  |
| Women |  |  |
| ***Of these, number of minority faculty*** |
| Men |  |  |
| Women |  |  |
| ***Credentials*** |
| Associate’s Degree |  |  |
| Bachelor’s Degree |  |  |
| Master’s Degree2 |  |  |
| Education Specialist Degree |  |  |
| Doctorate  |  |  |
| ***Teaching Experience at SUNY Delhi*** |
| 0-5 years |  |  |
| 6-10 years |  |  |
| 11-15 years |  |  |
| 16-20 years |  |  |
| 21+ years |  |  |

1Part-time is defined as 11 or fewer contact hours with no additional duties compensated by release time

2 Denotes any MA, MAT, or MS degree, whether or not in the field of current teaching.

B. Effectiveness in Teaching (see pg. 27 of Guide)

Procedures for Hiring: describe hiring procedures as defined in the Faculty/Staff Handbook

#### Teaching and Advising Loads

Provide a brief paragraph analyzing trends in faculty teaching and advising loads.

Table 4: Department of \_\_\_\_\_\_\_\_\_\_ Teaching Load Summaries (department supplies data)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fall 2014** | **Spring 2015** | **Fall 2015** | **Spring 2016** | **Fall 2016** | **Spring 2017** | **Fall 2017** | **Spring 2018** | **Fall 2018** | **Spring 2019** |
| # of students enrolled in lectures1 |  |  |  |  |  |  |  |  |  |  |
| # lecture sections offered |  |  |  |  |  |  |  |  |  |  |
| # lab sections offered |  |  |  |  |  |  |  |  |  |  |
| # classes total |  |  |  |  |  |  |  |  |  |  |
| # FT faculty |  |  |  |  |  |  |  |  |  |  |
| # PT2 faculty |  |  |  |  |  |  |  |  |  |  |
| # contact hours taught by FT faculty3 |  |  |  |  |  |  |  |  |  |  |
| # contact hours taught by PT faculty3 |  |  |  |  |  |  |  |  |  |  |
| % contact hours taught by FT faculty3 |  |  |  |  |  |  |  |  |  |  |
| # credit hours taught by FT faculty |  |  |  |  |  |  |  |  |  |  |
| # credit hours taught by PT faculty |  |  |  |  |  |  |  |  |  |  |
| % credit hours taught by FT faculty |  |  |  |  |  |  |  |  |  |  |

1Sum of all students in all lecture sections taught by department faculty. A student may be counted multiple times.

2Part-time is defined as 11 or fewer contact hours with no additional duties compensated by release time.

3A contact hour is defined as a full-semester scheduled class or lab hour where the faculty member is continuously engaged with the students. Partial semester courses are prorated. Academic credit may not be assigned to all contact hours (for example, a 1-credit 3-contact hour lab).
 Feel free to delete unwanted rows.

Table 5: Department of \_\_\_\_\_\_\_\_ Average Faculty Workload (department supplies data)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Average per department faculty | **Fall 2014** | **Spring 2015** | **Fall 2015** | **Spring 2016** | **Fall 2016** | **Spring 2017** | **Fall 2017** | **Spring 2018** | **Fall 2018** | **Spring 2019** |
| Contact hours |  |  |  |  |  |  |  |  |  |  |
| Different course preparations |  |  |  |  |  |  |  |  |  |  |
| Number of advisees |  |  |  |  |  |  |  |  |  |  |

**Innovations in Teaching:** Describe any teaching innovations faculty have implemented.

**Evaluating Effectiveness in Teaching:** Describe the course evaluation process and the school policy for evaluating teaching effectiveness.

C. Scholarly Ability - (see pg. 27 of Guide)

D. Effectiveness of University Service - (see pg. 27 of Guide)

E. Continuing Growth - Include professional development and evaluation/promotion procedures and criteria. (see pg. 27 of Guide)

# IV. The Students

## A. Admission Requirements for Program

Statement of admission requirements

## B. Students and their Characteristics

Provide a brief narrative based on the table below noting any trends in the last five years.

Table 6: Student Profile Trends for Incoming Students in this Program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cohort → | **Fall 2014** | **Fall 2015** | **Fall****2016** | **Fall 2017** | **Fall 2018** |
| Number of applications for program\* |  |  |  |  |  |
| Number of acceptances offered |  |  |  |  |  |
| Number of enrolled students (3rd week) |  |  |  |  |  |
| Number of enrolled students in-state |  |  |  |  |  |
| Number of enrolled students out-of-state |  |  |  |  |  |
| High School average of enrolled students |  |  |  |  |  |
| Percent enrolled students who are female |  |  |  |  |  |
| Percent enrolled students who are male |  |  |  |  |  |

\*The applications count includes all applications (i.e., freshman, transfer, internal transfer, etc.)

## C. Placement Procedures

Describe how students are placed in first semester courses based on academic background and a statement describing how deficiencies are addressed.

Placement Procedures in Mathematics Courses: Placement in mathematics courses is determined based on the student highs school record. Incoming freshmen have the opportunity to discuss, and change, final placement with an advisor at Bronco Ready Day. During the first week of classes, mathematics faculty assess student abilities and redirect those students who they feel have been misplaced. Misplaced students may move within mathematics courses throughout the third week of classes.

Placement Procedures in Freshman Composition Courses: Placement in Freshman Composition is made by the Admissions Office based on an evaluation of high school Regents scores. If a student scores below a 70 on the NYS English Regents, he or she is placed in ENGL 097 (Introduction to Reading and Writing, while a student scoring 85 or above would be placed in ENGL 200 (Advanced Composition). All other students are placed in ENGL 100 (Freshman Composition). Incoming freshmen have the opportunity to discuss final placement with an advisor at Bronco Ready Day.

D. Recruitment Activities for Program
Describe the strategies used to recruit students, the program minimum requirements for admitting students, explain the acceptance ratio.

## E. Student Orientation Activities for Incoming Students in the Program

Describe any program specific orientation activities. College wide freshman orientation is described later in the report.

## F. Enrollment Summary

Provide a brief paragraph analyzing trends. You may delete any rows that are not needed.

Table 7: Number of Students Enrolled in Program by Semester1

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 |
| Number of 1st year students2 |  |  |  |  |  |  |  |  |  |
| Number of 2nd year students3 |  |  |  |  |  |  |  |  |  |
| Number of 3rd year students4 |  |  |  |  |  |  |  |  |  |
| Number of 4th year students5 |  |  |  |  |  |  |  |  |  |
| Total number in program |  |  |  |  |  |  |  |  |  |

1Numbers are based on census date – Friday of 3rd week of classes. Includes transfer credits. Some credits might not meet program requirements.
2All students in program with 0-29 credits completed.

3All students in program with 30-59 credits completed (or 30 or more credits for Associates programs)

4All students in program with 60-89 credits completed.

5All students in program with 90 or more credits completed.

## G. Student Retention and Graduation

Provide a statement summarizing the data below noting any trends in the last five years including attrition patterns and the time to degree for graduates.

Note: The following table is for associate programs. Rows may be added to this table to account for retention within a department.

Table 8: Retention Rate for Program Cohorts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cohort1 → | **Fall 2012** | **Fall 2013** | **Fall****2014** | **Fall 2015** | **Fall 2016** |
| Number of entering students in program cohort |  |  |  |  |  |
| Number of cohort enrolled at Delhi next fall |  |  |  |  |  |
| Number still enrolled in this program |  |  |  |  |  |
| Number still enrolled in new program |  |  |  |  |  |
| Number of cohort not enrolled at Delhi next fall |  |  |  |  |  |
| In-program retention rate (%)2 |  |  |  |  |  |
| Cohort retention rate (%)3 |  |  |  |  |  |
| In-program graduation rate (%)4 |  |  |  |  |  |
| Cohort graduation rate (%)5 |  |  |  |  |  |
| Time to degree for graduates |  |  |  |  |  |
| Mean GPA for graduates |  |  |  |  |  |

1A cohort is defined as all first-time, full-time students in the program as of the Friday of the third week of their first semester.

2(# of cohort still enrolled in program in 2nd fall/# in cohort) x 100%
3(# of cohort still enrolled at Delhi in 2nd fall/# in cohort) x 100%

4(# of cohort graduating from program by end of 6th semester/# in cohort) x 100%

5(# of cohort graduating from Delhi by end of 6th semester/# in cohort) x 100%
\*Time to degree for graduates: the count provided represents the average number of semesters a student took to earn their first degree; some continued their education and this information is not captured in the table above.

Note: The following table is for baccalaureate programs. Rows may be added to this table to account for retention within a department. If most students do not enter the baccalaureate program as freshmen, another table analyzing baccalaureate students may be used.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cohort1 → | **Fall 2010** | **Fall 2011** | **Fall****2012** | **Fall 2013** | **Fall 2014** |
| Number of entering students in program cohort |  |  |  |  |  |
| Number of cohort enrolled in program 2nd fallNumber of cohort enrolled at Delhi 2nd fallFirst-year program retention rate (%)2First-year cohort retention rate (%)3 |  |  |  |  |  |
| Number of cohort enrolled in program 3rd fallNumber of cohort enrolled at Delhi 3rd fallSecond-year program retention rate (%)4Second-year cohort retention rate (%)5 |  |  |  |  |  |
| Number of cohort enrolled in program 4th fallNumber of cohort enrolled at Delhi 4th fallThird-year program retention rate (%)6Third-year cohort retention rate (%)7 |  |  |  |  |  |
| In-program graduation rate (%)8Cohort graduation rate (%)9Time to degree for graduatesMean GPA for graduates |  |  |  |  |  |
|  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Fall 2012** |
| In-program graduation rate (%)8Cohort graduation rate (%)9Time to degree for graduates\*Mean GPA for graduates |  |  |  |  |  |

1A cohort is defined as all first-time, full-time students in the program as of the Friday of the third week of their first semester.

2(# of cohort still enrolled in program in 2nd fall/# in cohort) x 100%
3(# of cohort still enrolled at Delhi in 2nd fall/# in cohort) x 100%

4(# of cohort still enrolled in program in 3rd fall/# in cohort) x 100%
5(# of cohort still enrolled at Delhi in 3rd fall/# in cohort) x 100%

6(# of cohort still enrolled in program in 4th fall/# in cohort) x 100%
7(# of cohort still enrolled at Delhi in 4th fall/# in cohort) x 100%

8(# of cohort graduating from program by end of 12th semester/# in cohort) x 100%

9(# of cohort graduating from Delhi by end of 12th semester/# in cohort) x 100%
\*Time to degree for graduates: the count provided represents the average number of semesters a student took to earn their first degree; some continued their education and this information is not captured in the table above.

## H. Student Support Services

The Resnick Academic Achievement Center provides academic support services beyond the classroom environment. The center is the colleges “one stop shop,” providing high quality services and resources that are an extension of the college’s mission and strategic plan. The center supports and empowers students to become independent thinkers, lifelong learners and confident college students. The center works closely with faculty in order to support the students’ academic needs outside of the classroom.

The departments that make up this “one stop shop model” include: Academic Advising/Academic Warning; Tutoring; Math Center; Writing Center; Applied Learning and Career Center, Access and Equity Services, Accommodated Testing Services; the Educational Opportunity Program and the Academic Exploration Program (undeclared students). The Resnick Academic Achievement Center tracks usage and surveys the students about services offered.

The Office of Academic Advisement, located in the Resnick Academic Achievement Center, assists students from all majors across campus. Due to the hours of operation of the center, the Office of Academic Advisement provides additional opportunities for students to receive answers to advisement questions. Availability of academic advisement, based on the 2015 Student Opinion Survey (SOS), was ranked 1st by Delhi students among the technology sector colleges. The average score of 4.17 on a scale of 1-5 ranked SUNY Delhi in the top 5 of all state operated campuses.

The academic warning system is a communication tool that connects students with their faculty, school deans and academic advisor. Faculty are able to report concerning behaviors so that early intervention measures can be taken leading to greater academic success. Faculty participation in using the academic warning system has increased resulting in an increase in student academic performance. At its inception in fall 2008, 131 faculty members turned in academic warning forms for a total of 880 students. During the fall 2017 semester, 191 faculty submitted and academic warning to 1203 students. The percentage of students in the fall 2017 semester who received an academic warning and passed the course was 53% and an additional 22% chose to withdraw from the concerning course. These numbers suggest that 78% of the students either passed or realized they were not going to be successful and chose to drop a course and try it again in a future semester.

The Academic Exploration Program takes a holistic approach with students who have yet to select a major. The goal is to provide academic, career, and personal support in the transition to SUNY Delhi. Programming includes classes and workshops about college life, time management, financial literacy, academic interests and career exploration, along with individual advising to assist students in the selection of coursework and a major. Finally, in the student’s first semester, SUNY Delhi’s three-credit Student Success course focuses on strengthening academic and social skills that make for a productive college career.

The Office of Access and Equity offers assistance to students with a diagnosed disability. All students need to identify with this office in order to receive needed accommodations. Accommodations may include, but are not limited to: special classroom seating, assistive technology training, print materials in alternative formats, computer screen readers, calculators, test-taking modifications, and note taking pens. Other requests are evaluated by the office as to whether support of its type can be offered. A two day summer transition program is offered to all freshmen students in order to orient them to the technology and services available from the office. This program has been well attended and continues to grow in the number of participants.

The **Applied Learning and Career Center (ALCC)** helps students and alumni integrate their education into lifetime career achievement. This office offers assistance with resumes, cover letters, portfolios, interviewing techniques, social media and networking. The office employs a number of technologies such as Optimal Resume and Purple Briefcase to connect SUNY Delhi students with the resources and opportunities needed for employment. The ALCC offers presentations both in and out of the classroom in an attempt to offer multiple points of contact for students. This busy office is focused on the students and offers top level guidance to meet students’ future goals.

Supported by state funding, the Educational Opportunity Program (EOP) currently supports 172 students in an effort to increase success for those students who have historically shown both academic and financial disadvantages. The three main components of the program include counseling, tutoring and financial aid. Additionally, to assist with the academic and social transition to college, a week long program for all EOP freshmen is held prior to the beginning of the fall semester.

The EOP program accepts approximately 75 freshmen each fall and has a very rigorous interviewing process as there are many more applicants than spaces available. The SUNY Opportunity Report, which assesses the success of Educational Opportunity Programs, indicated that the 2009 SUNY Delhi cohort had a 75% academic success rate. Compared to SUNY Delhi’s overall success rate of 68%, and the success rate of 53% for all associate degree institutions within the SUNY system, the students in the SUNY Delhi Educational Opportunity Program are performing extremely well.

The Math and Writing Centers offer tutorial services to all students, no matter their status. The two centers document 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; students are very satisfied with the services they are receiving and the students’ persistence in college may improve when using services on a regular basis. Data show consistency in the outcomes achieved by students, with grades increasing from the mid-term to the final for users of these services. The math center has a consistent record of 60-70% of students earning a C or better in courses for which they sought assistance. The centers’ hours were expanded based on student feedback. Current hours are Monday through Thursday from 10am-7pm and Friday 10am-5pm.

The Tutoring program at SUNY Delhi provides academic support services to all students on campus, in online programs, and at satellite campuses. Tutoring services are available in many first year courses as well as high demand courses based on student need. In addition to peer tutoring, each semester a core group of faculty and staff serve as volunteer tutors in the Resnick Academic Achievement Center as well as in designated academic program study facilities.

In addition to face to face tutoring, the center offers online support in math, science, writing, psychology, economics, accounting and nursing through STAR-NY, an online SUNY Consortium. These services are available Sunday through Thursday from 7pm-12am. This offers extra services both to our online student as well as our on campus students in evening hours when the center is not available.

The SUNY Delhi Tutoring Program received CRLA International (College Reading and Learning Association) approval in 2012.

## I. General Student Life

The Division of Student Life at SUNY Delhi engages, empowers, supports and provides opportunities for students to grow, succeed, give back and reach their fullest potential. Each department is designed to serve and support the whole student throughout their higher education journey. Staffed with highly trained professionals that treat students like family, the Division of Student Life is here to support personal growth, foster an enriching academic experience and develop of sense of belonging at SUNY Delhi.

**Bronco Ready Day,** is a one day, orientation program (students come to one of six total offerings) and a Welcome Weekend that all occur prior to the start of the fall semester and are 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. Students participate in meetings with their academic Dean and Department Chair, as well as faculty advisors. In addition students learn about the wide range of student support services available on the campus.

In 2014 an extensive “bystander intervention” effort was launched as part of the new student orientation program. The program, known as BroncoCHECK, trains all new freshmen and transfers to intervene in potentially risky, unhealthy or dangerous situations.  The program has been evaluated and modified utilizing data collected.  In 2016 the campus further expanded this important educational effort with the addition of “Bringing in the Bystander” training, a more in-depth program tailored for our student leaders and paraprofessional staff.

New Student Orientation is one of the College’s most highly rated student support services. *Student Opinion Survey* data in 2015 reflect a 2 of 7 rating among SUNY Technology sector colleges, and a 5 of 27 rating among all State-operated colleges respectively.  In addition, surveys of student participants, student orientation leaders, and annual faculty/staff assessment of the program contribute to the program’s success.

**Health and Counseling 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.  A flexible appointment and walk in medical clinic provides for the primary health care needs of students and is staffed by a part time physician, full and part time nurse practitioners including a psychiatric nurse practitioner, physician assistant and RN’s.  In addition, licensed mental health counselors provide personal counseling and crisis intervention services.  The department provides valuable training for student paraprofessionals such as RAs and consults with faculty, staff and administrators.  In addition, Health and Counseling Services has offered support groups for students as requested, including students with disabilities, international students and gay/lesbian/bisexual/ transgendered/questioning (GLBTQ) students.

Health and Counseling Services has consistently ranked highly on the *Student Opinion Survey*, with counseling services ranked 7th of 27 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.

**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.

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%.

Residence Life maintains programs to enhance student learning such as the “living learning environment” for Veterinary Science Technology majors. Over 400 residential programs and activities are sponsored each year.

The department utilizes multiple forms of assessment, including the *Student Opinion Survey*, an in-house *Quality of Life Assessment Survey* (2005, 2007, 2011, 2014, 2016), tracking completion of the Residence Hall Capital Plan, tracking student GPAs and Resident Assistant (RA) GPAs, tracking of occupancy rates by semester, conducting interviews and focus groups. The Residence Life *Quality of Life Assessment Survey*, last administered in Spring 2014, had 574 participants: 72% of students rated the physical quality of their rooms excellent or good; 94% of students also reported that they felt safe living in the residence halls, a 1% increase; and 84% would recommend living in a residence hall to their peers. Further analyses will continue to drive future planning and improvement efforts.

The **Athletics Department** offers students the opportunity to participate in team and individual sports sponsored by the institution on a collegiate level, while intramurals and recreational activities encourage students to participate in activities that support their health and wellness. The athletics 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.

In January 2017 SUNY submitted the initial Exploratory application to NCAA Division III followed by an additional Provisional application in January 2018. SUNY Delhi was officially notified with acceptance to NCAA Division III Provisional status effective September 1, 2018. Previously, in May 2015 the college announced that it would fully transition to all four-year athletic programming as a member of the United States Athletic Association (USCAA). In total the college currently sponsors 19 intercollegiate athletic programs, 10 varsity women’s teams and 9 varsity men’s teams. In 2016-17, there were over 200 student participants. The male-to-female ratio of athletes was 54% male and 46% female, which very closely mirrors the campus gender ratio.

As required by NCAA Division III and USCAA governing organizations, each student athlete is required to maintain a minimum cumulative grade point average of 2.0 and to maintain satisfactory academic progress towards a degree, defined as 12 academic credits per semester of college enrollment to be eligible to participate. Coaches closely monitor the academic progress of the student-athletes. In the fall of 2017 academic semester, 30 student-athletes maintained a cumulative GPA of 3.4 or higher and the average cumulative GPA for all student-athletes was 2.7 which is up slightly from previous years.

The success of SUNY 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 (IAB) provide additional input into the athletics program at the College.

SUNY Delhi's outstanding athletic facilities include the Clark Field House, featuring the Floyd L. Maines Arena, the CADI Fitness Center, and a mini-dome. The college's athletic facilities also include the Kunsela Hall Aquatics Center, The College Golf Course, an eight-lane 400-meter outdoor track, playing fields, racquetball/handball courts, and indoor and outdoor tennis courts. 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.

**Student Activities** strives to provide high quality entertainment and events 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 2015 indicated that 67% of students are involved in some aspect of campus life, with 14.4% holding leadership positions of some type. Approximately 46 campus organizations offer students leadership opportunities (each club has six leadership positions) and each year, clubs are established based on student interest.  There are clubs that are connected to academic programs as well including Hospitality and Veterinary Science Technology among others.  The Student Senate is the official student government for the campus and is comprised of an elected executive board, a representative from each club, and some members at large representing the student body as a whole.  It meets weekly and determines budgets, discusses policies and procedures, and serves as a link between the administration and the students. There are also sixteen recognized Greek organizations.  Many faculty and staff advise clubs and Greek organizations and play an important role in supporting student’s co-curricular life.

 A Co-Curricular Transcript (CCT) was created to encourage students to formally document their out-of-the-classroom activities.  The CCT website and 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.  With the use of BroncoConnect (CampusLabs Engage product) that has begun in the Spring of 2018, there is a good chance that we will migrate the CCT to that platform in the near future.  Additionally, the use of BroncoConnect will assist in providing better data on student engagement as a whole.

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 **O’Connor Center for Community Engagement** (OCCE) at SUNY Delhi serves as a clearinghouse for community service, volunteerism and service learning. This service benefits students, non-profit organizations and the citizens of Delaware County and beyond.  Since 1999, SUNY Delhi students have contributed over 270,000 community service hours to the local area.  Since the center’s inception, the center has received tremendous financial support from the A. Lindsay & Olive B. O’Connor Foundation. The center continues to thrive as the hub for connecting students, clubs, classes, faculty and staff with service opportunities in local non-profit agencies and organizations.

In the most recent Student Opinion Survey, SUNY Delhi students rated opportunities for community service very high, giving SUNY Delhi the highest rating among the technology colleges of the SUNY System. The center has received statewide and national recognition for its high quality, programming and strong student participation rates (Over 70% according to the most recent Student Opinion Survey).

In 2015, SUNY Delhi achieved the Carnegie Foundation Community Service Classification for 2015 – 2025. This classification is not an award.  It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. Since the 2006 inception of [The President's Higher Education Community Service Honor Roll](http://www.nationalservice.gov/special-initiatives/honor-roll), SUNY Delhi has been named and recognized for its exemplary community service contributions.

The O’Connor Center for Community Engagement will be celebrating 20 years of exceptional volunteer service to the community in 2018.  We have over 40 community partners that continue to collaborate with the college community.

# V. Support for the Program

## A. Library Facility and Technology

The main floor of the Mildred and Louis Resnick Library houses the Wickham Information Commons which features multiple library technologies. Students can choose from more than 70 thin client terminals, laptops, and desktop computers with specialized software to conduct research, write papers, and study with classmates. Scanners, high speed black and white and color printers, and a flat screen monitor for practicing presentations are available for use. Mobile whiteboards are also available to facilitate group study and tutoring.

A dual-use computer lab-classroom with 26 thin client computers, overhead projector, and audio-visual equipment occupies a room on the upper level, along with the bulk of the library’s physical collection, special collection rooms, study areas, and the library’s administrative offices.

Four specialized collection rooms provide group study and meeting space. Some rooms are equipped with desk tops, specialized software, and other teaching tools, as well as comfortable seating and study areas. The Olive B. Price Nursing and Health Care Special Collections Room brings together general medicine and nursing monographs in one location for nursing students, and includes a model human skeleton for anatomic study. The Merrill Family Foundation Special Collections Room is a similar space for veterinary science technology students, and houses monographs, desktop computers, veterinary anatomic models, specialized software, and a whiteboard to facilitate the peer mentoring program. The Carol Brock Special Collections Room includes an extensive selection of culinary-related books donated by journalist Carol Brock, as well as other resources for culinary students. Finally, the Resnick Family Reading Room is a comfortable, study and meeting room featuring student art and a Resnick family commemorative display.

## B. Resources

Optimized for Delhi’s unique programs and curricula, the library collection features the following:

* Online access to more than 300,000 full text journals
* Unlimited access to more than 140,000 ebooks
* 14,000 streaming video titles
* Specialized reference and statistical sources
* Print and online course reserves
* 50,000 monographs
* Official state and federal government depository collections

Reference, research, and basic computer assistance are available through a single combined library help desk most library hours.  Five professional librarians provide research support in-person, by phone, or online. Additional online research assistance is available 24/7 to Delhi students and faculty through the AskUs 24/7 academic library reference cooperative.

Librarians provide numerous course-specific, as well as general, workshops promoting effective research and information-gathering strategies in conjunction with academic program faculty. Cooperative lending agreements with hundreds of libraries and a 24-hour delivery system guarantee students timely access to materials not readily available on campus. Moreover, the SUNY Open Access program insures that any student with a SUNY Delhi ID can use their library card at any other SUNY system library. Professional staff regularly solicit student and faculty feedback through surveys, focus groups, and a student advisory board. Faculty, students, and staff can also suggest new acquisitions for the library collection through an online request system.

Vancko Hall, Delhi’s online learning system on the Moodle platform, hosts an integrated library instruction course with direct links to library resources available through the library website. Librarians are also “embedded” in various online curricula, and are available to interact with students and faculty through synchronous and asynchronous discussion forums as needed. Library research-focused video tutorials and online tools for effective research and citation creation are also available through the learning management system. Librarians create and maintain a range of subject and course-customized online guides to assist student and faculty research.

The library communicates and promotes programs and services through a robust presence on social media, through custom online signage, and via regular, customized email newsletters to faculty.

 D. Outcomes, Service Quality, and Program Effectiveness

Through periodic reviews and smaller ongoing assessments, library staff measure and determine how the physical facility and effectiveness of services contribute to student success.

The library currently collects and analyses data to measure:

* satisfaction with services, resources, and facilities
* access to and usage of library resources
* learning outcomes achieved through library instruction programs

The Library Assessment Team (LAT) coordinates periodic and ongoing assessment in each of the areas mentioned above. The LAT sets assessment priorities for each academic year and recommends action in response to report results. Findings are distributed annually, and a more comprehensive report is provided every five years.

Librarians target a number of student learning outcomes in their research instruction programs, detailed below.

 Students will be able to:

* develop a researchable question
* locate relevant information resources
* develop an effective search strategy for research
* recognize differences in information sources and their intended audiences
* evaluate sources for relevance and credibility
* demonstrate their awareness of the importance of respecting intellectual property and citing appropriately

These outcomes are flexible enough to meet the needs of all the disciplines for which instruction is provided, including, but not limited to, business, education, history, horticulture, nursing, and veterinary science.  Veterinary Technology and Nursing faculty have also embedded information literacy outcomes into their program curricula.

To assess student learning outcomes, librarians administer an online evaluation at the end of each instruction session. The evaluation includes formative assessment questions designed to meet the target outcomes of that session. Librarians also collaborate with faculty in more focused initiatives such as writing courses, where they collect additional evidence of information literacy outcomes achieved through student coursework.

## E. Access to Technology

Academic Labs
The Computer Information Systems (CIS) department currently supports 15 different lab spaces which are used by academic schools as well as academic support offices.  Combined these labs are comprised of 373 computers stations which are generally updated on a 3-5 year replacement cycle.  While hardware is generally replaced during the summer months, software, such as the productivity suite (Microsoft Office), web browsers, and Anti-Virus software, are kept to the current campus standard. Additionally, CIS supports 14 additional areas within academic schools that comprise 69 stations.

Academic Classrooms
As of Spring 2018, there were 25 Multi Media Classrooms each of which contains a projector, campus connected PC, HDMI notebook connection, campus internet access, document camera, Blu-ray player, and sound system.  Two of the Multi Media Classrooms contain SMART boards, two additional rooms are equipped with dual projection, and ten of those rooms are computer labs.

There are 40 presentation classrooms/spaces which contain all of the above with the exception of the campus PC; four of these rooms also contain SMART boards.

CIS also supports 7 equipped conference spaces, 8 mobile technology carts, 5 partial presentation spaces (minimum of an HDMI connection) and 1 ClearTouch TV/PC.

In 2017, CIS installed presentation equipment in six of the science labs in Evenden Tower, resulting in all science labs having presentation equipment.

Academic Software:
When specific academic software is required, each academic lab has an assigned faculty lab representative.  This person is responsible for determining programmatic software and is also tasked with testing the completed user environment.  The lab coordinator also acts as a liaison between CIS and their fellow faculty members in regards to support and requests.

Open Computing:
The main open Academic Computing area for students exists in the Mildred & Louis Resnick Library (in both the Commons and Learning Center areas).  This area consists of 63 Zero clients running a MS Windows 10 image through VMWare View Desktop deployment and 6 Dell Precision Workstations offering the same software as the Architecture labs.  A scanner, wide-screen monitors and both color and black and white printing are available in this area.  The library has 11 laptops and 1 iPad which are available for loan and used 'in house'. In addition, a computing lab classroom in the library with 27 workstations is available for overflow if needed.

The following list of software is available on all machines: MS Windows 10, Adobe Acrobat Reader DC, Adobe Flash Player, Adobe Shockwave Player, Google Chrome, Microsoft Office, Microsoft Silverlight, Mozilla Firefox, Trend Micro Office Scan, and Premier.

A full-time Professional Staff member is available for support Monday through Friday from 7:30am to 5pm.  The remaining hours are covered by student staff.  For Spring 2018 the hours to use the Open Computing computers are:

|  |  |  |
| --- | --- | --- |
| **Weeks 1-5:**  | **Weeks 6-13:** | **Weeks 14-15 (may change)** |
| Monday-Thursday, 7:30am-10pm | Monday-Thursday, 7:30am-12midnight | Monday-Thursday7:30am-2am |
| Friday, 7:30am-8pm | Friday, 7:30am-8pm | Friday, 7:30am-8pm |
| Saturday, 12noon-5pm | Saturday, 12noon-5pm | Saturday, 12noon-5pm |
| Sunday, 12noon-10pm | Sunday, 12noon-12midnight | Sun, 12pm-12midnight |

Wireless Access:All academic, administrative, and residential buildings have wireless access.  The residential wireless network is managed by Apogee Corp, a third party residential wireless provider. The campus academic and administrative buildings currently have 196 wireless access points installed.  A large infrastructure update was completed in January 2018.
Help Desk:
Located on the third floor of Bush Hall, the SUNY Delhi Help Desk is open 67.5 hours a week when the college is in session.  Currently, the Help Desk is staffed by both professional college employees and student assistants.  The professional staff work to mentor students so that they are able to gain real world technical experience. There are multiple ways to reach the Help Desk - in person visits during normal hours of operation, by phone, and by email. Faculty and staff can also enter issues into the Help Desk software by logging into www.delhi.edu/footprints

The Help Desk also acts as technical support for students having issues connecting to the campus wireless internet access of DELHI-SECURE or referring them to Apogee for resident hall issues.  In addition to wireless support, some of the main issues that students need assistance with are accessing Vancko Hall, logging into Office 365 email, and changing their Bronco Web PIN.  Issues with resident hall Cable TV are also handled through the Help Desk (through contact by a Resident Director).

VI. Conclusion(pg. 33 of Guide)

## A. Strengths of Program

Summarize the strengths. Revisit the recommendations and action plan from the previous program review, and comment on the completion of that action plan.

## B. Plans for Improvement

Create a plan for what is to be done to strengthen, reform, improve and/or expand the program.

|  |  |  |  |
| --- | --- | --- | --- |
| **Specific improvement/change** | **Person(s) responsible** | **Timeline/Due dates** | **Resources necessary** |
| 1. |  |  |  |
| 2.  |  |  |  |

# VII. Appendices

*Revised Sept 3 2019*