

Institutional Effectiveness Plan

SUNY Delhi

Fall 2012



Table of Contents

	Page
Introduction	1
Institutional Effectiveness at SUNY Delhi	1
Mission and Goals	2
Strategic Plan	2
Assessment of the Strategic Plan	3
Academic Plan	3
Academic Assessment Plan	4
Academic Program Assessment/Program Review	4
Academic Program Assessment Process	10
Program Review Schedule	12
Support for Teaching Excellence	13
General Education Assessment	13
Resnick Library & Learning Center Plan	14
Unit Planning	15
Enrollment Management Plan and Recruitment Plan	15
Facilities Plan	16
Financial Plan	18
Information Technology Plan	18
Student Life	20
Assessment, Budget and Planning	22
Benchmarking and Institutional Research	23
Personnel Assessment	23
Faculty Annual Report/Performance Program	23
Continuing and Term Appointment/Promotion	24
Professional Employee's Evaluation Report	24
Professional Employee's Performance Plan	24
Cabinet-level Evaluation	24
Oversight and Documentation of Institutional Effectiveness Process	25
Groups Responsible for Institutional Effectiveness	25
Monitoring and Decision Making	27
Management System	28
Assessment Instruments	30
Reporting Responsibilities	31
Conclusion: Focusing on the Future	32

Appendices

Appendix 1	Unit Plan Template	i
Appendix 2	Inventory of Assessment Activities	vi
Appendix 3	SUNY Delhi Program Review Template	viii
Appendix 4	Program Assessment Plans	xxxi
Appendix 5	Assessment Reporting Form	xcviii
Appendix 6	Assessment Results Form	c
Appendix 7	Resnick Learning Center Draft Assessment Plan	ciii
Appendix 8	Faculty Annual Report/Performance Program	civ
Appendix 9	Professional Employee's Evaluation Report	cviii

Introduction

The institutional effectiveness process at SUNY Delhi is a continuous cycle of planning, implementing, assessing, budgeting, and data-driven decision making for improvement. This Institutional Effectiveness Plan describes the process through which SUNY Delhi documents the fulfillment of its mission and its commitment to continuous improvement guided by a vision for the future.

Institutional Effectiveness at SUNY Delhi

Mission and Goals

In this time of decreasing financial resources, the College must contend with the challenges posed by a need to balance growth with sustaining quality. To that end, SUNY Delhi's mission and goals are guided by the principle of smart growth. "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.***

As a part of the Middle States Self-study process, a working group revised the mission statement and circulated a draft to the campus, College Senate, Administration, and the College Council, which approved the revisions in the Fall of 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.

The Strategic Plan

SUNY Delhi's smart growth plan is built on the College's success in establishing a unique niche in the rapidly changing environment of higher education. Delhi focuses resources on delivering a select range of high quality academic programs from the certificate through the bachelor's degree level with a master's in nursing program in development. These programs serve the students' educational goals and New York State's workforce needs in both the classroom setting and through delivery systems that overcome barriers of space and time. Smart growth envisions sustained enrollment growth based upon Delhi's historic success in offering academic excellence, student access and

exceptional educational value. Smart growth assures maximum use of campus and SUNY-wide resources by optimizing multiple opportunities to deliver premier programs. Growth consistent with this plan will generate and attract resources capable of meeting the College's overarching goals for student success.

SUNY Delhi's Strategic Plan (2010-2015) is built upon the six institutional goals defined in the College's mission. Each year, the goals of the Strategic Plan are assessed and results summarized in the Strategic Plan Status Report. The most recent version of this report is posted to the Assessment website at www.delhi.edu/academics/assessment.

Assessment of the Strategic Plan

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 (see Appendix 1 for Unit Plan Template) 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 Budget and Planning Committee (BPC). The chief financial officer ensures that funding is available to carry out these prioritized decisions.

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 2). 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. Several units use peer comparisons and benchmarks to identify areas of possible improvement.

The Academic Plan

The foundation of the Academic Plan is developed based upon initiatives discussed in academic departments and divisions which are then summarized in unit plans and linked to the Strategic Plan. Utilizing the unit plans through the Budget and Planning process, the Dean's Council identifies priorities for each academic year. The priorities for 2012-13 are as follows:

- Nursing: pursue an MS degree; implement the expansion of the BSN program
- Culinary: undergo ACF reaccreditation process; review the facilities in Alumni Hall
- Veterinary Science: review AAS level course offerings and place electives on a cycle

- Applied Sciences & Building Technologies Division: review ways to improve enrollment including degree options with a higher level of technology; promote new Athletic and Sports Facilities degree option; pursue Mechatronics degree
- Business: review recommendations of the Program Review External Panel; review curricula; examine possible Events and Destination management type degree and ready transfer into BBA degrees
- Assessment: complete monitoring report; implement the Assessment Plan which includes semi-annual assessment activities, closing the loop documentation and the implementation of the newly revised General Education Plan
- Institutional Research: provide key data including retention, graduation rates, and student profile
- Student Success Work Group: assess Peer Supplemental Instructor and Peer Advisor programs; assess Freshman Seminar sections that were grouped by clusters; review registration process with goal of improving student performance and retention
- Service-Learning Work Group: implement service learning distinction for transcripts; implement service learning training modules for faculty
- Shared Services with SUNY Cobleskill: examine articulation agreements in Veterinary Science to Animal Science, Accounting to Information Systems Auditing, and Turf and Plant Science; pursue joint recruitment and promotion on Long Island

In addition, the assessment process instigated a discussion among stakeholders across campus including students, faculty, professional staff, administrators and employers to collaboratively identify a broad set of institution-wide learning goals that every graduate from SUNY Delhi will be expected to achieve, regardless of discipline. These learning goals will align with the mission of the College and the College's Strategic Plan, and should be in place by fall 2013.

Academic Assessment Plan

The *SUNY Delhi Academic Assessment Plan* focuses on the assessment of program and course level student outcomes which provide evidence supporting the College's Strategic Plan. Considering the diversity of programs offered at SUNY Delhi, the *SUNY Delhi Academic Assessment Plan* draws on the individual strengths and expertise of the faculty who designed it. The plan is built upon existing curricula using multiple, verifiable and tested measures of student performance such as projects, exams, lab exercises, essays, internships, and service learning projects. The plan is described in the following:

Academic Program Assessment/Program Review

The *SUNY Delhi Academic Assessment Plan* utilizes the Program Review as the vehicle to address the assessment of student learning. In accordance with SUNY policy since 2001, all registered academic programs at SUNY Delhi are required to be reviewed every five years, conducted within the

framework of the University Faculty Senate's *Guide for the Evaluation of Undergraduate Academic Programs* (see www.delhi.edu/academics/assessment/review.php). The program review process serves several purposes:

- Monitor and analyze the assessment of student learning outcomes
- Ensure that academic programs support the mission of the College
- Monitor and analyze how well the program prepares students to be successful upon transfer to another institution or in future careers
- Establish extent to which the program is delivered in a manner which is effective, efficient, and current

Using multiple measures and both indirect and direct evidence, program student learning outcomes are assessed on a three-year cycle, culminating in the Program Review. In completing reviews, programs utilize the *SUNY Delhi Program Review Template* (see Appendix 3) which adheres to the guidelines set forth in the *Guide for the Evaluation of Undergraduate Academic Programs* while specifically addressing the assessment of student learning outcomes. The student learning outcomes for each program, organized by division, along with curriculum maps and a timetable for carrying out assessment, are included in Appendix 4.

Each program assessment plan was designed to meet the following criteria:

- 1. The evidence of student learning that has been collected is clearly linked to expected learning outcomes.**

A conscious effort was made to fashion an assessment plan that, to the extent possible, meshes with established courses and teaching methods. This approach allows the faculty to use the plan in order to appraise the efficacy of existing approaches to evaluation and instruction before making curricular or pedagogical changes.

Measures appropriate to assess skills or knowledge in one area may differ greatly from those appropriate in another area. In some instances, exams will be used; in other cases, problem sets, essays, or lab exercises designed to measure proficiency in satisfying given objectives will be the norm. In all cases, assessment measures relate directly to the corresponding learning outcomes as determined by the faculty and the Assessment Committee. While the collection of outcomes data, determination of validity, defining acceptable standards of student performance, analyzing the results, and making curricular improvements are the responsibility of the faculty in each respective area, through the review process, the Assessment Committee may provide guidance on all aspects of the assessment cycle.

Faculty will track student performance in satisfying each of the applicable outcomes, and explicitly identify the tools by which performance was measured. In all cases, outcomes data

will be preserved in Compliance Assist, an online assessment management system, and be subject, where appropriate, to independent review by the Assessment Committee.

2. Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified.

For each program student learning outcome, faculty have defined a level of student performance that is agreed to be satisfactory to “meet” reasonable collegiate standards. Beyond this, faculty have established standards considered as “exceeding”, “approaching” or “not meeting” their standards.

Performance standards are to be based on faculty experience in the use of similar or comparable measures in evaluating student achievement, or on accepted national standards. Faculty in all program areas will meet to establish scoring rubrics by which student performance can be assessed. The creation of agreed upon scoring rubrics will maximize the reliability of the assessment process.

3. Assessment results will be reviewed and changes made to improve student learning.

A review of assessment results will occur semi-annually at the end of the fall and spring semesters during campus-wide Assessment Days. Meeting at the department level, faculty will compare the proportion of students meeting the defined standards within and between each SLO. This permits faculty to determine the extent to which objectives are being satisfied and to identify areas in which the need to improve student outcomes is most notable, and to develop action plans to address areas in need of improvement. Reports (see Appendix 5 for reporting template) from the findings of these assessment reviews will be submitted to the Coordinator of Institutional Effectiveness & Assessment, the appropriate Dean or Department Chair, the Assessment Committee, and to the Provost. The Assessment Committee will utilize these reports to consider assessment themes across campus.

4. The assessment process will be reviewed and changes made to improve the effectiveness and/or efficiency of the process.

A review of the assessment plan and process will occur semi-annually at the end of the fall and spring semesters during campus-wide Assessment Days. As a department, faculty will discuss the appropriateness of assessment tools in measuring student learning outcomes, and the efficiency of the process of data collection. Changes will be made to make improvements. In addition, the Assessment Committee will review the assessment plans and results and offer suggestions for improvement.

5. The plan adheres to a timetable.

Faculty members will include on their syllabi/course information sheets the Student Learning Outcomes (SLO's) for their course and the agreed upon assessment measures. Course SLO's are mapped to program SLO's through curriculum mapping. Each program SLO will be assessed at least once within a three-year assessment cycle according to the time tables established by individual programs and outlined in the Program Assessment Plans in Appendix 4. Timetables were individually established based on availability of courses and faculty.

As program SLO's are assessed on a three-year cycle, most program SLO's will be assessed twice during the five-year period between Program Reviews. Although Program Review documents are produced only once every five years, the process of gathering the data to be included in the document should be continuous. The following table illustrates a suggested timeline for collecting data.

Academic Program Review Timeline

	Fall Semester	Spring Semester
Year 1	• Create action plan to address recommendations of External Review Team • Submit semester assessment results to Compliance Assist and complete Assessment Report by January 15 • Meet as a program to discuss assessment results & formulate a plan for changes	• Assess plans that were made based on External Team recommendations • Submit semester assessment results to Compliance Assist and complete Assessment Report by June 15 • Meet as a program to discuss course assessment results & formulate a plan for changes
Year 2	• Assess action plan created from recommendations of External Team • Submit semester assessment results to Compliance Assist and complete Assessment Report by January 15 • Meet as a program to discuss assessment results & formulate a plan for changes	• Assess action plan created from recommendations of External Team • Submit semester assessment results to Compliance Assist and complete Assessment Report by June 15 • Meet as a program to discuss course assessment results & formulate a plan for changes
Year 3	• Submit semester assessment results to Compliance Assist and complete Assessment Report by January 15 • Meet as a program to discuss assessment results & formulate a plan for changes	• Submit semester assessment results to Compliance Assist and complete Assessment Report by June 15 • Meet as a program to discuss course assessment results & formulate a plan for changes
Year 4	• Submit semester assessment results to Compliance Assist and complete Assessment Report by January 15 • Meet as a program to discuss assessment results & formulate a plan for changes • September – Meet with Coordinator of Institutional Effectiveness & Assessment to discuss plan, assign Chair of program review, download Program Review guidelines and rubric from Assessment website • October – develop survey for graduates and employers	• Submit semester assessment results to Compliance Assist and complete Assessment Report by June 15 • Meet as a program to discuss course assessment results & formulate a plan for changes • Administer graduate survey, employer survey, analyze results

Year 5	• Submit semester assessment results to Compliance Assist and complete Assessment Report by January 15 • Meet as a program to discuss assessment results & formulate a plan for changes • August – Request retention, graduation and demographic data from Coordinator of Institutional Effectiveness & Assessment • Contact possible members of External Review Team	• January – Submit Program Review to Assessment Committee for review • February – Make changes/edits suggested by Assessment Committee • March – Assemble External Review Team • April – External Review Team visits campus • May/June – submit Program Review and External Team report to document repository • Submit semester assessment results to Compliance Assist and complete Assessment Report by June 15 • Meet as a program to discuss course assessment results & formulate a plan for changes
----------------------	--	--

- **Assessment results will be shared in useful forms and discussed with appropriate constituents.**

Each semester, the faculty in each program area will report the results of their assessment to their Dean or Department Chair through the use of Compliance Assist. In addition, the reporting tool includes areas for faculty to record assessment measures, criteria for assessing, results, proposed actions to be taken to improve the course, and budgetary considerations (see Appendix 6 for reporting form). These reports will be compiled by the Dean or Department Chair and the data shared with department/division faculty at semi-annual Assessment Days. The faculty will take further action to improve the courses and programs based on aggregate data.

Reports from the findings of the semi-annual Assessment Day discussions will be shared with the Assessment Committee, Dean or Department Chair, and the Provost who will identify themes, successes, best practices, and proposed actions across campus. Findings will be reported to the campus community semi-annually via Compliance Assist, and via the *Provost's Annual Report on Assessment Activities* on an annual basis. The latest version of the Provost's Annual Report on Assessment activities can be found on the assessment website at www.delhi.edu/academics/assessment.

Faculty and professional staff will share examples of assessment results and action plans to demonstrate successful practices at semi-annual Assessment Days.

The Academic Assessment Process

1. Gather Assessment Data

Using Program Assessment Plans (Appendix 4), each semester, the Dean or Department Chair notifies faculty of the program student learning outcomes to be assessed along with the courses in which they will be assessed as determined by the Program Assessment Plan. The faculty teaching those courses utilize assessment tools and grading rubrics to address each student learning outcome. Although it is not necessary to keep copies of actual assessments completed by students on file, it is useful and advisable to keep a selection of actual examples of student work and examine them periodically for consistency in grading according to the criteria outlined in the grading rubric. Data is then collected throughout the academic year and entered in Compliance Assist. (See Appendix 6 for reporting template.)

2. Assess the Collected Assessment Data

After entering assessment data in Compliance Assist, a report summarizing data from all courses can be generated so that faculty can examine the data for trends and potential areas of strengths and concerns. Data will be compared with achievement targets, and areas that

need to be addressed, improved, used as examples of best practice, or shared with others will be identified.

3. Close the Loop

Working with other program faculty after the review of the data, faculty will decide what needs to be done. Examples might include revisions to the structure of the program, courses that need modification in either context or delivery, revisions in what or how data is collected, and whether or not the program student learning outcomes are still valid. Faculty will create an action plan for what changes will be made and how the effectiveness of those changes will be assessed. The length of time of the action plan will depend upon the degree of the action, typically 1-3 years.

4. Submit Assessment Report

After reviewing aggregated program assessment data, by January 15 and June 15 of each year, each program should produce the Assessment Report using Compliance Assist with the following components: (see Appendix 5 for example of reporting form as seen in Compliance Assist)

- a. Assessment results and response – should include what was learned, did results meet achievement targets, why or why not?
- b. Close the loop by creating action plans for improvements or modifications – should include action items, time frame, person responsible, resources needed (if any), expected impact on unit and College Strategic Plan
- c. Summary paragraph evaluating the overall efficacy of the program in achieving learning outcomes

5. Share results

The Assessment Committee will review results and action plans and offer suggestions for improvement. Each fall, the Provost utilizes the results of these reports to summarize assessment efforts across campus in his *Annual Report on Assessment Activities* (see www.delhi.edu/academics/assessment for the most recent report) which is shared with the entire campus community and posted on the College website. The results are used to make improvements on the effectiveness of academic programs, in the five-year program review reports, and by the Budget and Planning Committee to offer suggestions for the allocation of resources. The result and the intended actions will be shared at department meetings, with the Assessment Committee, and reviewed by the Deans' Council and President's Cabinet.

Program Review Schedule

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. Program reviews are forwarded to the Assessment Committee for review.

Program	Year for Program Review Process				
	2012-13	2013-14	2014-15	2015-16	2016-17
Architectural Technology AAS			X		
Architectural Technology BT				X	
Architectural Design and Build BT				X	
Automotive Mechanics/Technology	X				
Business & CIS: all certificates and associates					X
Business & Technology Management					X
Business & Technology Management: Schenectady					X
Cabinetmaking		X			
Carpentry/Masonry Certificate		X			
Carpentry & Building Trades AOS		X			
Carpentry AAS		X			
Club Management	X				
Computer Aided Drafting & Design			X		
Construction Technology		X			
Culinary Arts	X				
Electrical Construction & Controls	X				
Golf Course Operations		X			
Horticulture		X			
Hospitality Management BBA	X				
Hospitality Management BBA: Schenectady	X				
Hotel & Resort Management	X				
HVAC, Plumbing, Heating & Refrigeration			X		
Individual Studies/General Studies			X		
Information Technology BBA					X
Landscape Contracting Technology		X			
Liberal Arts: Math/Science			X		
Liberal Arts: Humanities/Social			X		

Science					
Liberal Arts: Criminal Justice			X		
Liberal Arts: Environmental Studies			X		
Liberal Arts: Teacher Education Transfer		X			
Library		X			X
NRRS: Adventure Recreation				X	
NRRS: Parks & Outdoor Recreation				X	
NRRS: Recreation and Sports Management				X	
Nursing: BSN online		X			
Nursing: RN		X			X
Physical Education Studies				X	
Restaurant & Food Service Management	X				
Travel & Tourism Management	X				
Turf Management		X			
Veterinary Science Technology: AAS				X	
Veterinary Technology Management: BBA				X	
Veterinary Technology Management: BBA online				X	
Welding			X		

Support for Teaching Excellence

The Provost supports semi-annual best practices in teaching workshops called “Sharing Teaching Ideas”. Faculty and staff present workshops on pedagogy and educational research. Attendance at these semi-annual workshops has increased each semester to include approximately 75% of faculty, including online faculty and faculty from SUNY Cobleskill and Schenectady County Community College. In addition to these day long workshops, throughout the academic year, interested faculty and staff members meet monthly in “Sharing Teaching Ideas” mini-workshops to discuss best practices, assessment, suggestions for improvement, and changes in instructional technology.

General Education Assessment

Since 2001, 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 Assessment Plan* was revised by the Liberal Arts and Sciences (LA&S) faculty, approved by the College Senate in 2012, and implemented for the 2012-2013 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. Student learning outcomes are assessed over a three-year cycle and reported to the Dean of Liberal Arts and Sciences. LA&S faculty work closely with colleagues in their subject area to discuss results and possible changes before presenting proposed changes to the entire LA&S division for consideration.

The complete General Education Plan can be found on the assessment webpage at http://www.delhi.edu/academics/assessment/pdfs/GE_Plan.pdf along with assessment results, the assessment schedule and reporting template.

Resnick Library & Learning Center Plan

A variety of factors inform planning for the services and collections of the Resnick Library, including use of electronic and print resources, attendance and use of physical facilities, and user satisfaction with library services. Statistics and survey data are analyzed by the library staff and the Director of the Library and result in short and long term goals for the department that are documented in the annual unit plan. The Library Assessment Team undertakes a comprehensive program review every three years that looks at data in more depth and also evaluates the assessment process. A student advisory board further informs the library in its planning.

In addition to managing collections and facilities, librarians offer information literacy instruction for the variety of disciplines across campus. Information literacy learning outcomes are aligned with national ACRL standards:

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

The outcomes are flexible enough to meet the needs of all of the disciplines for which the library offers instruction, including veterinary science, nursing, teacher education, business, history, and many more.

Librarians administer student evaluations at the end of instruction sessions to assess student satisfaction, and, to a limited extent, student learning outcomes. Separate research assistance surveys are administered as part of student evaluations across campus (voluntary for faculty) to assess

student experiences with research assistance provided by the library staff through various channels (chat, phone, email or in person). These surveys have provided valuable feedback so that library staff who partner with faculty may design more effective information literacy instruction.

The Resnick Learning Center's draft assessment plan includes student learning outcomes for each area of the Center including tutoring, the math center, the writing center, Equal Opportunity Program (EOP), academic advising, career and transfer services, access and equity services, the international/English Language Learners program and the early warning system. Outcomes will be assessed using both direct and indirect measures. Once reviewed by various stakeholders including administration, academics, and student life, the revised plan is expected to be approved by March 2013 and at least one-third of student learning outcomes assessed in the spring 2013 semester. (see Appendix 7 for Resnick Learning Center draft assessment plan.)

Unit Planning

Enrollment Management Plan and Recruitment Plan

As Delhi looks to the next several years, it will be important to strengthen and grow enrollment in off-site and online programs as those programs have contributed significantly to recent gains. Enrollment efforts focused on traditional, on-campus students, are needed as well.

The College has made a concerted effort to refine the use of enrollment data to better target its recruitment strategies. Though college-wide enrollment has exhibited slow and stable growth, an analysis of five year enrollment data (2008-2012) suggests nearly half of academic program options face stagnating or declining enrollment.

To this end, several initiatives will commence in the spring of 2013 as the college looks toward planned, smart, enrollment growth for fall 2013 and beyond. Specifically, the following four initiatives are planned for the immediate future to help support on-campus enrollment:

- New veterans outreach through the development of greater relationship with local veterans affairs offices in surrounding counties and presence at related veteran's college recruitment fairs
- Enhanced marketing initiatives for the Applied Sciences & Building Technologies Division with a rebranding campaign
- Increased marketing segmentation in communications outreach through Fire Engine Red
- Enhanced web presence with a virtual tour, as well as a mobile-friendly site

In order to facilitate a smart growth plan of 1.5% - 2% per year, all academic programs will be scrutinized, noting where growth is likely based on demand and where and investment is needed in marketing, personnel, and/or equipment. In the immediate future, undersubscribed programs such as the golf options and CADD are being targeted for growth, with additional name buys and an

earlier cultivation of prospective students planned. Furthermore, an agreement with ESF for landscape architecture is being developed. The Applied Sciences and Building Technologies area is also being targeted for growth both on and off-campus. This will be fostered through partnerships with Hudson Valley Community College, as well as website upgrades and a general 'reintroduction' to those programs with a commercial and industrial theme to differentiate Delhi's program from those found in secondary education. Marketing materials will be distributed to BOCES and previous feeder high schools for related programs, as well as enhanced communication and market segmentation through Fire Engine Red blasts.

Additional growth is anticipated with off-site partners through new initiatives with Suffolk County Community College and Hudson Valley. With a new Director of Inter-Institutional Partners in place, greater presence, increased efficiencies, and heightened recruitment efforts are all on track for the spring. Expanding enrollment off-site from approximately 220 to 350-400 by fall 2014 is part of the overall enrollment plan.

With a recent approval for SUNY Delhi to offer its first master's degree program, the MSN has the potential to add to enrollment growth as early as fall of 2014 with as many as 30 additional students. While this program, like the BSN, is completely online, it will add to the bottom line of full time equivalent students being educated through SUNY Delhi's programs.

Concerted efforts to bolster traditional recruitment efforts, better support off-site partners, and grow online offerings will all contribute to SUNY Delhi's smart growth plan of small, but sustained, enrollment growth over the next several years.

The Facilities Plan

The facilities master planning process is designed to assess the campus' physical plant needs, based on enrollment projections, strategic, academic and student life plans and to develop a blueprint for capital improvements which meet those needs. The process includes an assessment of existing conditions, inventory of campus facilities (classroom and lab capacity, etc.) and a comparison of current facilities to future needs for a ten year period. Through research, review of campus long term plans and consultation with a steering committee composed of key stakeholders and input from the entire campus community, the consultants identified plan adaptations and new construction required to ensure that facilities are available to meet the academic and co-curricular mission of the campus. Plans were developed, vetted and prioritized by the consultant following extensive discussions across the campus community. The master planning process is funded entirely by the State University Construction Fund through monies allocated by the New York State legislature for this purpose.

Funding is provided to SUNY Delhi by the New York State legislature for a five year capital plan (2008-2013) to meet critical maintenance needs. The current plan provides approximately \$30 million dollars or six million dollars annually. Projects to be included in the plan are determined

based on the BCAS (Building Conditions Assessment Survey), a comprehensive evaluation process which involves campus staff and experts from the State University Construction Fund. Projects are prioritized based on need, urgency and importance to the campus' mission and Strategic Plan. All projects must be critical maintenance; strategic initiatives (new construction and plant adaptation) are not allowed. Funding is fixed but project prioritization and inclusion is flexible in order to accommodate changing campus priorities and needs. Additional funding may be available for states of emergency or for strategic initiatives funded separately by the legislature.

An annual work plan review is also conducted to ensure that a realistic and achievable strategy exists to carry out projects during the coming year. Campus and State University Construction Fund staff come together to review projects completed during the past year, projects underway and projects planned for the coming year. Staffing to manage these projects, along with the appropriate balance between "campus lets" and SUCF projects are also reviewed.

A separate five year Residence Hall Capital Plan is developed by residence life management staff, in collaboration with facilities and IT staff. The plan is reviewed annually and changes are made to reflect new time tables and modification of priorities. Residence Hall capital improvements are funded entirely by the DIFR (Dormitory Income Fund Reimbursable). The DIFR is funded entirely by student room rents. A revolving loan fund and the sale of bonds by the Dormitory Authority of the State of New York (DASNY) provide borrowing ability to the campus to fund large projects.

The SUNY Delhi Facilities Master Plan (FMP) outlines the campus' vision for its future by aligning facilities planning with the College's academic and Strategic Plans. Active involvement from the campus community, along with data-driven decision making helped achieve the best possible outcomes. The FMP responds to projected on-campus enrollment and the current and projected space needs of Delhi's academic programs. Delhi's proposed 2013-18 plan is focused on meeting the programmatic needs identified in the FMP, along with critical maintenance projects to improve and preserve buildings and infrastructure. The current (2008-2013) five year capital plan is addressing the identified needs of Delhi's nationally acclaimed School of Nursing (enrollment of 760+ students) with the renovation of Sanford Hall. The proposed new five year plan must address the needs of the flagship Veterinary Science Technology Program (enrollment = 268), which is housed in Farnsworth Hall, a 35 year old facility. An addition will provide modern and code compliant animal housing and lab space and allow for the eventual phased renovation of Farnsworth Hall for departmental space and faculty offices. Another important project is the renovation of Thurston Hall, the oldest building on campus, in time to celebrate its centennial anniversary. Thurston will become a boutique hotel that serves as an experiential learning lab for Delhi's signature Hospitality Management Programs. This project will require new quarters for the service equipment stored in this building. Thurston is in design but needs construction funding from the next five year plan. The only other large scale project in the plan is to replace the air structure, which is already past its serviceable life. To meet the needs of Delhi's highly active student body, a new indoor recreation center will need to be built quickly on the current site of the air structure. The plan also includes

critical maintenance projects to supplement academically based projects and upgrade building services.

Delhi believes that the FMP provides a well-designed road map for the future and is committed to implementing the plans as proposed. The FMP driven projects were valued at \$65M including soft costs and escalation. The proposed Delhi Capital Plan is valued at \$93.5M. The gap is primarily due to moving up the project to demolish the air structure and building a new indoor recreation center, upgrading underground infrastructure and adding critical maintenance projects to the list. The main critical maintenance projects include a project to replace mechanical equipment and generators, provide campus-wide electrical metering, security card access and replacement of the fire suppression system in the College data center. Significant infrastructure upgrades in Bush Hall to replace windows, clean and point masonry, replace the roof and improve the mechanical systems are also planned.

Financial Plan

SUNY Delhi is a unit of the larger State University of New York system and is included as part of SUNY's operating budget and financial planning process. The College's budget and planning process helps the College manage resources efficiently, maintain fiscal control, improve services and processes, and allocate resources effectively.

Information Technology Plan

A variety of factors inform IT planning, including annual customer satisfaction surveys, annual and ongoing unit requests, analysis of helpdesk tickets, evolution of technology, SUNY System Administration mandates and shared services efforts. These factors are analyzed by the CIS staff and the VP for Operations and result in short and long term plans for the department. Draft plans are shared with the president's cabinet and key stake holders so they can be refined, honed and finalized. CIS plans do not remain static but are constantly evolving to take advantage of technological advances and to meet the academic, administrative and co-curricular needs of the campus. Plans are documented in the annual unit plan, in project collaboration pages in Confluence and via annual and five year budgeting, particularly through the Technology Fee.

Plans for the next five years are focused in the following areas:

Customer Service

- Soft skills: Professional and articulate communication skills are absolutely vital to the success of the department and the campus.
- Cross training: Specialists will always be needed to manage complex systems and networks, but the most valued employees of the future will be those who are able to apply a depth of skills to a progressively widening scope of situations and experiences.

- **Communication:** Good communication skills are necessary from all levels of the IT department.
- **Self Evaluation:** Self evaluation is critical to providing consistent quality of service. CIS surveys customers at regular intervals to find out how their use of technology is changing and how campus technology needs to adapt to meet these needs. In addition, to remain competitive in the higher education arena, we need to continually benchmark user satisfaction against other colleges and universities.
- **Project Management:** We need to streamline the project management process at Delhi in order to make it less cumbersome and more efficient.

Self Service

IT management needs to embrace a self-service model and strive to make systems so simple that users can collect data themselves. Here are some examples of ways that users can, and often prefer, to help themselves.

- **Passwords:** Users should have a single password that can be used for all services provided by the College. Users should be able to reset their own password 24/7 without any interaction with IT staff. This should be in place by the end of the spring 2013 semester.
- **Knowledge sharing:** A robust IT self-help knowledge base that users can refer to any time to solve common issues we run across needs to be developed
- **Training:** Campus departments and individuals need training to become as self-sufficient as possible in meeting their IT needs. By helping the users be more self-sufficient, IT staff can focus on higher level tasks and systems that will help the College stay competitive for years to come.

Automation

- **Self-managing servers and virtual systems** will make a huge difference in how IT is managed. They can recover gracefully from problems with little and eventually no human interaction. This automation can free up IT labor by removing repetitive tasks.
- **Thin clients and related systems** are the next iteration of virtual computing. Using this technology will streamline and automate the management and deployment of user desktops. The possibilities for the application of this technology are endless. Some of the top level benefits for SUNY Delhi will include:
 - Drastically reduced cost of PC replacements by utilizing thin clients, which cost as much as 50% less.
 - Again reducing costs by extending the replacement cycle. Most of the processing is handled at the server, which reduces the need for powerful desktops. By upgrading a single server, you have essentially upgraded every thin client connected to it.
 - Huge potential savings on software licensing. By delivering applications from the network we can turn individual licenses into concurrent licenses allowing us to maximize our investment.
 - Significantly reducing the time it takes to deploy new desktops or software, freeing up the IT staff for more complex tasks.

Open Source

There are significant savings to be realized by embracing an open source technology model. Nearly every commercial application has a low cost or even free open source alternative. The in-house employee resources needed to install and maintain these services is often greater than that of the commercial products because vendors provide the support. The savings provided usually completely offset these additional resource needs.

Cloud Computing

Cloud computing means that applications and services are served from a web page or online service. We can use commercial cloud services or even host our own 'cloud'. Because the software is delivered from a central source it holds many benefits which include:

- Reduced Cost – Usually using a subscription model means lower up-front costs and upgrade costs.
- Increased automation – no more worrying about keeping everyone's software up to date.
- Mobility - Users can access services from anywhere with an internet connection.
- Innovation - When IT resources are free from the cumbersome operational management of several systems, IT staff can focus more on innovation.

CIS plans to focus on these five high level disciplines in order to move SUNY Delhi in a positive direction in both technical capability and end user support.

Student Life

The Student Life Division is made up of seven departments including Athletics, Counseling and Health Services, Judicial Affairs, the O'Connor Center for Community Engagement, Residence Life, Student Activities, and University Police. The Division has well established, organized, and systematic programs for engaging in the assessment of department and divisional effectiveness. Three times a year, all division members meet, discuss, generate and review division wide goals and objectives as they relate to the College's Strategic Plan. The departments in the division also engage in similar processes. These department and division goals are reflected in individual performance programs for staff members across the division, and are reviewed through a regular evaluation process. Exceptional performance is rewarded with discretionary increases when they are available.

Student input plays an important role in establishing priorities for the division, its departments, and campus life. The Student Senate is composed of representatives from over 50 clubs, and the Greek Council is composed of representatives from over 15 fraternities and sororities. These groups are regularly involved in providing input, and making recommendations in regard to all aspects of campus life. Additionally, division members work closely with students who serve on the SUNY mandated Student Health Advisory Committee (SHAC), the Intercollegiate Athletic Board (IAB), and the Personal Safety Committee (PSC). Student leaders who actively provide input include Club Presidents, Peer Educators, Orientation Leaders, Resident Assistants, and Community Assistants.

The Student Life Division relies on a number of assessment tools and committees for both qualitative and quantitative input and assessment. For example, in regards to assessing Residence Life plans and projects, students are regularly included in the planning process. Resident Assistants, the Residence Hall Association, and the new Residence Hall Advisory Group regularly make suggestions, and offer feedback. Every two years, the Residence Life Department offers the Residence Life Quality of Life Survey, which is regularly used to assess progress, solicit feedback, and to develop priorities for department goals and the Residence Life Capital Plan. Similarly, annual student surveys are conducted in regard to Orientation with input from key stakeholders and student Orientation Leaders. A number of committees and groups, including the Personal Safety Committee and the Emergency Coordinating Council, provide input for safety related issues and projects.

The Division also regularly benefits from the input of SUNY related professional organizations and related SUNY guidance. Members of the Division are engaged in many SUNY groups such as the Council of Chief Student Life Officers and the statewide Residence Life, Health, Counseling, Police Chiefs, and Conduct Administrator organizations. In addition, the SUNY system Student Life Office and Legal Counsel provide frequent guidance and updates on best practices, current trends and issues in the field. Topics covered include updates to federally and state mandated programs and activities such as Clery crime reporting, Title IX, and NYS health requirements. These mandates stipulate policy and programming requirements on a wide range of topics from meningitis immunizations, child abuse reporting, sexual assault prevention, alcohol and drug education, etc. Adhering to these external agencies and requirements is another key component used when assessing the effectiveness of the Student Life Division.

The Division is currently working with an established plan for 2012-14. Priorities for the 2012-13 year include the following:

- Assess and utilize the 2012 Student Opinion Survey results to increase student engagement and enhance services to students
- Establish a Residence Hall Student Advisory Group
- Expand grassroots programming in activities, intramurals, and recreation
- Administer the American College Health Association National College Health Assessment
- Improve and assess the Student Handbook as a tool to support student success
- Incorporate the Centennial theme into Division programs and activities
- Enhance the Community Assistant program and increase off-campus outreach programs
- Maintain and expand use of campus digital signage
- Install the new card access system in six residence halls, and train staff accordingly
- Develop and implement the ongoing five year Residence Hall Capital Plan
- Phase in the new Medica electronic medical records system
- Upgrade the medical exam room equipment and furnishings
- Plan for Phase 5 of the campus video surveillance system

- Continue to assess the possible transition to four year athletics, and establish a formal study
- Establish a formal and ongoing athletic facilities and fields capital and maintenance plan

Assessment, Planning and Budgeting

Like the academic units, non-instructional units complete the unit plan through the Budget and Planning Process and then assess that plan using the Inventory of Assessment Activities template. Unit plans are aggregated and summarized in the Cabinet members' *Inventory of Assessment Activities*.

The goals of the Strategic Plan are to be used in the completion of unit plans and in the Cabinet members' efforts to track the effectiveness of their functional areas. Below is a description of this process and its timeline:

- The Budget and Planning Committee's (BPC) 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.
- 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 2) is released to campus units via Confluence, an online wiki. 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.
- 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.

- 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.

Benchmarking and Institutional Research

SUNY Delhi is required to submit data about the College and its students to the Integrated Postsecondary Education Data System (IPEDS) and the SUNY Institutional Research Information System (SIRIS). Through SIRIS, the SUNY Business Intelligence Initiative (SBII) is a SUNY-wide initiative to provide data analysis and reporting tools for a wide range of university information. Using this system, SUNY Delhi can compare data between selected campuses and among sectors.

For more current data, individual areas of interest, and specific retention and graduation data for programs that do not satisfy a cookie cutter approach, the Institutional Research Analyst provides data analysis. For example, data on academic dismissals and probation, course registration, and course success have been used to support the initiatives of the Student Success Work Group, while enrollment trends and retention and graduation results by program have been used to inform programs of their strengths and weaknesses.

Personnel Assessment

Faculty Annual Report/Performance Program

The Faculty Annual Report/Performance Program (Faculty Annual Report) is the primary instrument of performance assessment for faculty. In the report, faculty document achievements and accomplishments in five areas: Mastery of Subject Matter, Effectiveness of Teaching, Scholarly Ability, Effectiveness of University Service, and Continuing Growth. The Annual Report concludes with a performance plan for the upcoming 12 to 24 months while encouraging links to the College's Strategic Plan. The Faculty Annual Report covers the period June 1 through May 31 and is due by July 1 (see Appendix 8).

In an effort to embed the assessment in the renewal, review and promotion process, the completed Faculty Annual Report is submitted to the appropriate Dean or Department Chair who provides comments. The reports, along with the comments of the Dean or Department Chair, are then forwarded to the Provost who also adds remarks. Finally, the annual reports, including all supervisor comments, are sent to the Office of Human Resources to be filed in the faculty member's personnel file.

While the reports do provide important detail and documentation in support of such administrative decisions as the approval of promotions and term appointments, discretionary awards and the granting of professional development grants, its most important function is to provide the faculty

member an annual opportunity to self-evaluate and to use those results to improve effectiveness. In some cases, the results of the Faculty Annual Report are used by the Department Chair or Dean to evaluate performance and, working with the faculty member, to establish opportunities for improved effectiveness and professional development.

Continuing and Term Appointment/Promotion

The Continuing and Term Appointment process 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 same criteria used for the Faculty Annual Report form the basis for faculty promotion, renewal and continuing appointment decisions. The *Faculty and Staff Handbook* contains a comprehensive description of the policies and procedures involving promotion and continuing and term appointment.

Professional Employee's Evaluation Report

The Professional Employee's Evaluation Report is the primary instrument of performance assessment for staff. In the report, staff document achievements and accomplishments in five areas: Effectiveness in Performance, Mastery of Specialization, Professional Ability, Effectiveness in University Service, and Continuing Growth. While the report provides important detail and documentation in support of such administrative decisions as the approval of promotions and term appointments, their most important function is to provide staff members an annual opportunity to self-evaluate and to use those results to improve effectiveness. The Professional Employee's Evaluation Report covers the period June 1 through May 31 and is due by July 1 (see Appendix 9).

Professional Employee's Performance Plan

The Professional Employee's Performance Plan includes a performance plan for the upcoming 12 to 24 months detailing short term and long terms objectives for the position. The supervisor meets with the staff member to establish objectives based on the duties and responsibilities of the position, and cites specific plans for the achievement of stated objectives when appropriate. Inter-functional relationships are also noted, and, when involved with the employee's performance, the supervisor, after discussion with the employee, will determine to what extent these sources will be consulted in the evaluation process. The Professional Employee's Performance Plan is due to the appropriate supervisor by July 1.

Cabinet-level Evaluation

The college president is to be evaluated on an annual basis by the university's chancellor. Criteria for this evaluation are drawn from the SUNY-wide plan. The president is expected to submit a self-

evaluation and report to the chancellor followed by a detailed meeting between the chancellor and president.

Members of the president's cabinet are evaluated on a bi-annual basis. The evaluation requires each cabinet member to submit a detailed self-assessment. Other members of the cabinet, those reporting to the cabinet member, and other campus administrators, complete a lengthy formal survey which is used in the evaluation process. The process is completed with a formal meeting and review between the president and the cabinet member.

Oversight and Documentation of Integrated IE Processes

Groups Responsible for Institutional Effectiveness

President's Cabinet

The membership of the President's Cabinet includes the President, Vice President for Business and Finance, Vice President for Student Life, Vice President for College Advancement, Vice President for Operations, Provost, Vice President for College Relations, and Assistant Vice President for Enrollment Management. The Cabinet has collective responsibility for all College functions and works collaboratively to fulfill the College's vision, integrate College operations and decision-making, advance strategic and master plans, and make final recommendations to the President on all College matters. Each member of the President's Cabinet is responsible for completing an *Inventory of Assessment Activities* (see Appendix 1) for their area which is shared using Confluence, an online wiki, and posted to the Assessment website (<http://www.delhi.edu/academics/assessment/>).

Deans' Council

The membership of the Deans' Council includes the Dean of Liberal Arts & Sciences, Dean of Applied Sciences and Building Technologies, Associate Dean of the School of Nursing, Director of the Resnick Library, Director of the Resnick Learning Center, Department Chair of Veterinary Science, Department Chair of Business, Department Chair of Culinary and Hospitality, and the Registrar. The Deans' Council oversees the implementation of all program-level student learning outcome assessment in all academic areas and periodically reviews the overall effectiveness of academic programs. In addition to unit heads across campus, each member of the Deans' Council is responsible for completing a unit plan for their area. (See Appendix 2 for the unit planning reporting template.)

Student Life Council

The Student Life Council is led by the Vice President for Student Life and is composed of all unit heads in the Student Life Division which includes the Directors of Athletics, Counseling and Health Services, Judicial Affairs, Residence Life, Student Activities, and University Police. This group meets regularly, responds to current issues and trends, drives continuous improvement efforts, and monitors and assesses the progress of divisional and department goals.

Budget & Planning Committee

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.

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 (see Appendix 2 for unit plan template), analyze campus unit plans, interview units to provide clarity in the plans, write reports, support the BPC at campus forums, serve on sub-groups as needed, and assume the position of co-chair on a rotational basis.

Assessment Committee

Established within the structure of the College Senate, the Assessment Committee is a broadly representative committee comprised of faculty from all academic divisions, representatives from Student Life, Athletics, the Resnick Library and Learning Center, and the College Association at Delhi, Inc. (CADI). The make-up of the committee guarantees that assessment is owned by the entire campus.

The broad charge of the committee is to nourish and sustain a culture of assessment designed to support the continuous improvement of academic and co-curricular programs. Specifically, the committee will:

- track assessment programs across campus and monitor for compliance with the College's Strategic Plan and/or mandates of external entities;
- assist academic and other functional areas in developing robust assessment efforts, based on measurable outcomes, by making available assistance from campus staff who engage in best practices in assessment;
- periodically report on progress in sustaining and improving assessment efforts;

- identify data, evidence and institutional research needed in order to improve and document assessment efforts; and
- assist in improving efforts to “close the loop” by using assessment results to improve or strengthen programs and institution-wide improvement efforts.

Coordinator of Institutional Effectiveness and Assessment

The Coordinator of Institutional Effectiveness and Assessment coordinates campus-wide assessment activities and serves as an ex-officio member of the Assessment Committee. She supports a campus culture of assessment through the following:

- developing faculty and staff training programs in assessment and teaching
- working with programs and functional areas to develop, review and improve assessment practices and program review efforts
- proposing and implementing steps to convert data and assessment results into improved teaching, learning, and student services
- working with the Registrar, oversees campus-wide data collection and analyses
- maintaining the assessment website and the assessment software system used to document College-wide assessment (Compliance Assist) in order to promote accessibility and transparency

Institutional Research Analyst

A shared position, the Institutional Research Analyst is responsible for producing information on institutional data to advance both SUNY Cobleskill’s and SUNY Delhi’s educational policy, administrative decisions, enrollment planning, and assessment activities. This includes, but is not limited to producing various ad hoc reports for departments, administrators and committees on academic performance, outcomes assessment, department accreditation, and self-studies.

Registrar/Director of Records & Registration

As the maintainer of all student records, the Registrar/Director of Records & Registration is responsible for all federal, state and SUNY reporting requirements, and administration of the Student Opinion Survey.

Monitoring and Decision-Making

Institutional and program-level goals are communicated to the campus community and public via the SUNY Delhi website. Assessment data and their use are discussed within departments and shared with the respective dean, department chair, supervisor and/or vice president through the

assessment summary documents available in Compliance Assist. Each supervisor prepares a report summarizing the assessment results in their area, which are shared with the Assessment Committee and then compiled by the Provost in his *Annual Report on Assessment Activities* which is then shared with the campus community via email and publicly via the assessment website. Results of general education assessment and how they are being used are shared with the departments and faculty involved in general education and the Provost, and are reported on the assessment website.

Periodic measures of effectiveness, such as enrollment, graduation and retention rates, are shared with administrative groups and made available on the assessment website. College statistics are also shared with SUNY System Administration, and data comparing SUNY colleges is available on the SBII. More specific assessment results and results of studies of institutional effectiveness are shared with general off-campus audiences and accrediting bodies at the discretion of the department/unit producing them and/or the President's Cabinet.

Management System

SUNY Delhi utilizes the Compliance Assist software application developed by Campus Labs for the organization and maintenance of assessment and planning processes. The Compliance Assist system is managed and supported by the Coordinator of Institutional Effectiveness and Assessment. Within a year, it will be used to manage all levels and all elements of planning.

In Compliance Assist, programs and units can link assessment plans to departmental goals or external accrediting agency goals which can then be linked to the College's Strategic Plan. Reports can be generated to provide information on goals and outcomes.

Compliance Assist is also used to explicitly link budgeting to planning and assessment. For each outcome that requires an action plan, Compliance Assist includes a provision for budget needs. In the annual budgeting process, requests must demonstrate an alignment of assessment plans and results with requests for additional funding.

Training and implementation of Compliance Assist training will be rolled out in waves. The implementation plan for the 2012-2013 year is as follows:

- October 2012 – purchase of Compliance Assist
- November/December 2012 – strategic plan, academic assessment plan and general education plan set up, creation of reporting templates
- December 2012 – Compliance Assist training for Department Chairs and Deans
- January 2013 – enter assessment results from Fall 2012, introduce software to faculty at Assessment Day

- February 2013 – creation of online training guides for faculty by Coordinator of Institutional Effectiveness and Assessment, installation and set up of Program Review portion of Campus Labs
- March 2013 – Compliance Assist training for Assessment Committee who will serve as the experts in each department, set up of assessment plans for Student Life, Learning Center and other student success groups
- April/May 2013 – Compliance Assist training for faculty in small groups among departments across campus
- June 2013 - Individual help is also available from the Coordinator of Institutional Effectiveness and Assessment
- Fall 2013 – Migrate unit planning and strategic planning process, currently housed in Confluence, to Compliance Assist

In addition, assessment plans and templates are available on the assessment website at <http://www.delhi.edu/academics/assessment/forms.php>.

Assessment Instruments

Planning, budgeting, and assessment occur at the institutional, unit, programmatic and personnel levels, each of which is related to outcomes or goals at other levels. The assessment plans that are used to assess them are managed through an online database (Compliance Assist) and an online wiki (Confluence) and are reviewed by one or more groups. The table below illustrates the instruments used to assess all levels of the institution.

Assessment Level	Operational Areas by Cabinet				Management System	Reviewing Bodies
	Academic Affairs	Student Life	Administration /Finance	Advancement		
Strategic Institutional	Inventory of Assessment Activities (Strategic Plan)				Confluence	President, Cabinet, Budget & Planning Committee
College-Wide Units	Academic Plans, Enrollment Management Plan	Student Life Plan	Financial Plan, IT Plan, Facilities Plan	Communications and Advancement Reports	Confluence	Dean's Council, Cabinet
Program and Service Units	Assessment of SLO's, Annual Assessment Reports, 5-year program reviews	Inventory of Assessment Activities			Compliance Assist/ Confluence	Dean's Council, Assessment Committee, Deans & Department Chairs
Personnel	Faculty Annual Report, Professional Employee's Evaluation Report, Reappointment & Tenure Reports	Performance Review Reports				Supervisors, Continuing & Term Appointment Committee, Cabinet

Reporting Responsibilities

The table below identifies the reporting responsibilities of SUNY Delhi personnel. The responsible parties assure preparation of reports in collaboration with appropriate individuals and units. The reports are reviewed by the parties listed in the chart above.

Assessment Level	Academic Affairs	Student Life	Administration/Finance	Advancement
Strategic-Institutional	President, Cabinet, Budget & Planning Committee			
College-Wide Units	Provost; Academic Deans; Assistant Vice President for Enrollment Management	Vice President for Student Life	Vice President for Business & Finance; Vice President for Operations	Vice President for College Advancement; Vice President for College Relations
Program and Service Units	Deans, Directors, Unit Heads, faculty entering assessment results	Directors	Directors	Directors
Personnel	Provost, Deans, Department Chairs, faculty applying for reappointment, promotion or tenure, professional and classified staff	VP for Student Life, Directors, professional and classified staff, police officers	Professional and classified staff	VPCA, VPCR, Professional and classified staff

Conclusion: Focusing on the Future

In the past three years, SUNY Delhi has strengthened its institutional assessment process by developing methods to assess student learning at both the course and program level. This process fosters a culture of assessment across campus and instills the importance of using student learning outcomes in all levels of planning and budgeting. To that end, the campus had identified achievement goals to address beyond the 2012-2013 academic year, including the creation and adoption of campus-wide learning goals, the utilization of assessment data as comparable to teaching, advisement and college service, the expansion of Assessment Day offerings to include assessment in non-academic units, and to encourage the sharing of data-driven decision making as best practices.

Appendices

Appendix 1	Unit Plan Template	i
Appendix 2	Inventory of Assessment Activities	vi
Appendix 3	SUNY Delhi Program Review Template	viii
Appendix 4	Program Assessment Plans	xxxi
Appendix 5	Assessment Reporting Form	xcviii
Appendix 6	Assessment Results Form	c
Appendix 7	Resnick Learning Center Draft Assessment Plan	ciii
Appendix 8	Faculty Annual Report/Performance Program	civ
Appendix 9	Professional Employee's Evaluation Report	cviii

Appendix 1

Unit Plan Template

UNIT PLAN TEMPLATE

DEPARTMENT NAME:

Prepared by:

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

UNIT MISSION STATEMENT:

Please provide the mission statement for your unit below:

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

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

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

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

List your top goals in priority order for 2013-14. In the adjacent columns detail the budget impact including any new positions, equipment, supplies etc., and briefly describe the impact on other units. You are not limited by the size of the chart, as you type, the boxes will expand to fit your text. You may also add more goals. Please be as specific as possible.

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

III. Student Success

Student success can be promoted via good advising and the development of strong and constructive relationships between students and faculty / staff. Specifically, student success can be facilitated by minimizing course waivers and maximizing on-time graduation by:

1. ensuring that unit members know the SUNY General Education requirements and program-specific requirements,
2. encouraging unit members to keep records of advising sessions with students,
3. facilitating the development of positive and constructive relationships between advisors and advisees,
4. promoting timely advising, and/or

5. providing and maintaining systems, facilities, and services that promote academic excellence and on time graduation.

Please list approaches that your area has used in the past year to promote student success:

.

In looking to the future, what is one strategy on which your area will focus to promote student success?

IV. OTPS

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

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

YOU MAY ALSO WANT TO ATTACH THE DETAILS IF YOU HAVE THIS IN EXCEL, WORD, ETC.

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

If Yes, please list the sources and dollar amount.

Operating Expense	Paid from what other Source?

V. Resource Requests – Staffing

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

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

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

VI. Resource Requests - OTPS, Equipment

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

ATTACH A PRIORITIZED COMPREHENSIVE SPREADSHEET OF ALL EQUIPMENT NEEDS (NEW AND REPLACEMENT) see EXAMPLE SPREADSHEET (login required)		
Other Expenses	Please indicate costs (BE DOLLAR SPECIFIC); is cost ONE-TIME and/or RECURRING?	What benefit to the unit would this resource bring?

VII. General Comments

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

VIII. Unit Interview Notes

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

Appendix 2

Inventory of Assessment Activities

SUNY Delhi
INVENTORY OF ASSESSMENT ACTIVITIES
Cabinet Office – Semester

Strategic Plan 2010-2015 Aspirational Goals	Objectives (<i>as reflected in the Strategic Plan, your area mission statement, or the College mission statement</i>)	Method(s) of Assessment	Most Recent Assessment	Assessment Cycle	Measureable Outcome(s) /Result(s)	Next Steps

Appendix 3

SUNY Delhi Program Review Template

SUNY Delhi
INVENTORY OF ASSESSMENT ACTIVITIES

Cabinet Office – Semester

SUNY Delhi Program Review Template

Use this in conjunction with the Guide for the Evaluation of Undergraduate Academic Programs (pg. 24 – 33) found at www.delhi.edu/academics/assessment/review.php 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 and 13 distinctive baccalaureate programs. The College consists of three divisions: the Division of Applied Sciences and Building Technologies, the Division of Business and Hospitality and the Division of Liberal Arts and Sciences.

College mission statement

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.

B. The Division/Department

Provide an overview of the division or department including a divisional/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
- Curriculum Map: Include a table of program student learning outcomes mapped into required courses to show where each student learning outcome is addressed and mastered.
- A table of semester by semester suggested course sequence

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 1: Student Mastery of Program Learning Outcomes

Major Learning Outcomes for this program	Measures used to assess these learning outcomes (when, where, and how assessed)	Expectation for satisfactory performance*	Student performance
			_____% exceeded _____% met _____% not met
			_____% exceeded _____% met _____% not met
			_____% exceeded _____% met _____% not met
			_____% exceeded _____% met _____% not met
			_____% exceeded _____% met _____% not met
			_____% exceeded _____% met _____% not met
			_____% exceeded _____% met _____% not met

*Include rubrics.

Table 2: Major Finding of this Assessment and Actions to be Taken Addressing these Findings

Major findings of this Assessment	Actions to be taken in addressing these assessment findings (What will be done? When, where and how will you do it? Who is responsible for doing it?)

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
<i>Number of faculty assigned to the program</i>		
Men		
Women		
<i>Of these, number of minority faculty</i>		
Men		
Women		
<i>Credentials</i>		
Associate's Degree		
Bachelor's Degree		
Master's Degree ²		
Education Specialist Degree		
Doctorate		
<i>Teaching Experience at SUNY Delhi</i>		
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

²Denotes 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 [redacted] Teaching Load Summaries (department supplies data)

	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
# of students enrolled in lectures ¹										
# lecture sections offered										
# lab sections offered										
# classes total										
# FT faculty										
# PT ² faculty										
# contact hours taught by FT faculty ³										
# contact hours taught by PT faculty ³										
% contact hours taught by FT faculty ³										
# 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 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
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 division 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 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of applications for program					
Number of acceptances offered					
Number of enrolled students (3 rd 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					

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: Utilizing a flow chart developed by the mathematics faculty, placement in mathematics courses is made by the Admissions Office based on an evaluation of high school transcripts. Incoming freshmen have the opportunity to discuss final placement with an advisor at Accepted Student 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.

Table 7: Mathematics Placement Chart

Then place in...		If average/Regents was..	If last high school math class was...	If average/Regents was..		Then place in...
College Algebra – 4 hour Contemporary Math MATH 102 (if Tech student)	0M1	Less than 80 on Regents ←	Math 1	80 or better on Regents →	0M2	College Algebra Trig Statistics Contemporary Math
			Math 2	Always place in →	0M2	College Algebra Trig Statistics Contemporary Math
College Algebra Trig Statistics Contemporary Math	0M2	Less than 80 on Regents ←	Math 3	80 or better on Regents →	0M3	Pre-Calculus Statistics
Pre-Calculus Statistics	0M3	Less than 80 average ←	Pre-Calculus	80 or better average →	0M4	Calculus I Statistics

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 Accepted Student 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 8: Number of Students Enrolled in Program by Semester¹

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Number of 1 st year students ²									
Number of 2 nd year students ³									
Number of 3 rd year students ⁴									
Number of 4 th year students ⁵									
Total number in program									

¹Numbers are based on census date – Friday of 3rd week of classes

²All students in program with 0-29 credits completed. Some credits might not meet program requirements.

³All students in program with 30-59 credits completed (or 30 or more credits for Associates programs). Some credits might not meet program requirements.

⁴All students in program with 60-89 credits completed. Some credits might not meet program requirements.

⁵All students in program with 90 or more credits completed. Some credits might not meet program requirements.

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 9: Retention Rate for Program Cohorts

Cohort ¹ →	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
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%

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.

Cohort ¹ →	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of entering students in program cohort					
Number of cohort enrolled in program 2 nd fall					
Number of cohort enrolled at Delhi 2 nd fall					
First-year program retention rate (%) ²					
First-year cohort retention rate (%) ³					
Number of cohort enrolled in program 3 rd fall					
Number of cohort enrolled at Delhi 3 rd fall					
Second-year program retention rate (%) ⁴					
Second-year cohort retention rate (%) ⁵					
Number of cohort enrolled in program 4 th fall					
Number of cohort enrolled at Delhi 4 th fall					
Third-year program retention rate (%) ⁶					
Third-year cohort retention rate (%) ⁷					
In-program graduation rate (%) ⁸					
Cohort graduation rate (%) ⁹					
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 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%

H. Student Support Services

SUNY Delhi is committed to providing students with the best opportunities to achieve academic success. Centrally located on campus, the Mildred and Louis Resnick Library and Learning Center is the College's "one-stop shop" that includes a wireless network, computer lab, and café in addition to a complete array of academic support services. This campus hub for research provides a modern mix of information resources, collaborative study and tutoring spaces, and an outstanding staff to

assist students in their academic pursuits. Combined seating capacity is about 400 on the two floors of the Center. Hours vary for individual services, but in general, the Center is open 7 days, over 80 hours a week during the first five weeks of the semester, and 90 hours a week after the first break. Beyond the physical facility, extensive electronic resources, research tutorials and online chat services are available 24/7.

Academic Advising/Early Warning - 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.

Regarding the Early Warning system, since 2006, faculty participation has increased, and this has a positive correlation with students' successful outcomes. In Fall 2011, 152 faculty members turned in Early Warnings for a total of 897 students, 72% of which avoided an F, and 23.3% of which improved their final grade.

Career and Transfer Services - This department's focus is 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 throughout the campus as requested by faculty or staff.

Tutoring/Math Center/Writing Center-Tutoring is available in many first year courses as well as high demand courses. Professional and peer tutoring is available for students individually and in small group situations. In addition, each semester a core group of volunteer faculty and staff serve as tutors in the Resnick Learning Center as part of their office hour obligation. Tutoring occurs in the learning center as well as designated academic program study facilities.

Tutorial services, the writing center and math center document the usage, satisfaction, and outcomes of students seeking academic support; and reports indicate the number of students served has either remained consistent or increased over the last five years, that students are very satisfied with the services they are receiving and the students' academic grades have improved 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.

Online Writing Tutor - The (STAR-NY) which stands for Sharing Technology and Resources was formed in fall 2011. This is a consortium of New York State colleges and universities that have joined together to share resources and expertise to better meet student needs for online tutoring. The Consortium contracts with Link-Systems International(LSI) to use its World Wide Whiteboard for delivery of service. The colleges currently involved include Delhi, Cortland, SUNY Buffalo and

TC-3. The service is available to students Sunday- Thursdays from 7pm-12 midnight. This service expands the hours for students to receive assistance in developing their written assignments.

Veteran Students - The Veterans office has seen an increase in students being served, from 15 to 50 over the past few years. All processes are now electronic allowing entitled veteran students to receive their benefits in 2-4 weeks compared to 8-10 weeks.

International Students - Once an international student begins classes on the campus, the student receives support and guidance from the international student advisor in the Learning Center. Immigration counseling regarding visa status, documentation assistance, travel consultation, on-campus employment, practical training documentation and transferring to other institutions are some of the services provided. An early orientation program and health insurance administration are provided also. Special highlighted programs include: holiday celebrations, International food tasting evenings, English conversation opportunities with staff and students being hosted by individuals throughout the community to learn more about American culture.

ELL (English Language Learner) - The ELL program of instruction and support services department strives to meet the needs of college students whose first language is not English by focusing on the four communication areas of reading, writing, listening, and speaking. SUNY Delhi currently offers an ELL course at the intermediate to advanced level: English 100 (ENGL 100) for ELL students. This course meets the University's General Education Freshman Composition requirement and is a transferable class to other colleges. Offered in the fall semester, this course prepares full-time and part-time students for college-level academic reading and writing tasks.

Access and Equity (Formerly Disability Services) - All students must self-identify with this office in order to receive needed accommodations. Accommodations may include, but are not limited to: special classroom seating, note-taking assistance, print materials in alternative formats, auxiliary aids, such as calculators, word processors, or specialized computers and test-taking modifications. A special summer transition program is offered to all freshmen students.

Educational Opportunity Program - This program currently serves 172 budgeted students. The three main components of the program are counseling, tutoring and financial aid. A transition program for all EOP freshmen is provided right before the beginning of each fall semester. Over 600 students each year apply for the program of which only 70 first time full time seats are available. A 2009 SUNY report of the EOP academic success rate shows SUNY Delhi at a 75% rate, from the 2006 cohort. 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.

In conclusion, seamless, academic support services are available to all students whether on campus, online or enrolled at an extension site. Students who want to improve and boost their academic performance are encouraged to use the Center's resources and participate in the many "learn-shops"

that are offered throughout each semester. The Resnick Learning Center staff serve as academic coaches, mentors, academic advisors and student organization advisors to a diverse student body with a variety of academic challenges and needs. The Resnick Learning Center staff collaborate with college and community constituents to meet the objectives of SUNY Delhi's smart growth plan.

I. General Student Life

Student support services mirror the College's mission and provide important support to the instructional efforts of the faculty. Students are offered resources to support them in their academic, personal and social growth. These services enrich their experience and provide for a strong sense of belonging at SUNY Delhi.

New Student Orientation is a three day program that occurs prior to the start of the fall semester 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. Students participate in meetings with their academic Dean and faculty advisors and also learn about the wide range of student support services available on the campus.

New Student Orientation is one of SUNY Delhi's most highly rated student support services. *Student Opinion Survey* data in 2009 reflect a 1 of 7 rating among SUNY Technology sector colleges, and a 6 of 24 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.

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. A 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 and RNs. 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, Counseling and Health Services offers support groups for students as requested, including veterans, international students and gay/lesbian/bisexual/transgendered/questioning (GLBTQ) students.

Counseling and Health Services has consistently ranked highly on the *Student Opinion Survey*, with Health Services ranked 4th of 24 State operated campuses. Additionally, a comprehensive user survey is conducted annually. The most recent results show a 95% or higher satisfaction rate.

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%. Over 300 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), 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 continue to drive future planning and improvement efforts.

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.

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).

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. Many faculty and staff advise clubs and Greek organizations and play an important role in supporting students' co-curricular life.

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.

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*). 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.

V. Support for the Program

A. Library Resources

Library Resources Highlights of Library resources include: Web-based databases with full-text articles from 40,000 different journals; over 300 professional journals and popular magazines for on-site browsing; e-book collections in reference topics, history, literature, business, and computing; specialized reference handbooks and statistical sources; course reserves; an academic and leisure book collection of over 50,000 volumes; a video and music CD collection; and state and federal document collections. Faculty, students, and staff may suggest purchases to enhance the collection by requesting titles using an online Purchase Request form.

Library Services - Reference and research instruction are available most hours the Library is open through individual appointments with a librarian in person, online/email or phone consultation. Online research assistance is available 24/7 to Delhi students and faculty through the AskUs 24/7 reference cooperative. Cooperative lending agreements with hundreds of libraries and a 24-hour delivery system assure students timely access to materials not available at Delhi from libraries throughout the country. In addition, the SUNY Open Access program assures that a SUNY Delhi ID is accepted as a library card at all other SUNY libraries.

Librarians also teach course-specific and general workshops on research and information-gathering strategies in conjunction with academic program targeting the following student learning outcomes:

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

The librarians have found in analyzing student research projects and bibliographies that when instructors require academic sources, students can find appropriate sources through the Resnick Library and other avenues. More students have difficulty citing sources, and little is known about how well they incorporate the sources into their written text (since that is taught and evaluated by the instructor).

Library Outcomes and Effectiveness - Students generally rate the library services, resources and facilities very high in the SUNY-wide Student Opinion Survey (SOS). The last two surveys (2006, 2009) place Delhi above the SUNY technology sector averages, and on par with all other SUNY colleges. Informal dialogue and surveys with students on campus indicate specific areas of improvement, e.g., longer library hours and more group study spaces.

B. Facilities, Equipment and Supplies

Academic programs are supported by annual department budgets. The annual budgeting process begins with each Dean receiving a budget from the Vice President for Business and Finance. All budgets are developed and submitted to the Budget and Planning Committee which reviews with the Dean to ensure the intent is understood. The Committee then provides the annual budget and planning recommendations to the President's Cabinet. Decisions are made using the President's Strategic Plan as a guide.

Discuss budget data for division as it affects the program being reviewed.

C. Access to Technology

Academic Labs - CIS currently supports 15 different lab spaces which are used by academic divisions as well as academic support offices. Combined these labs are comprised of 358 PC's. These systems are updated on a 3 year replacement cycle. Hardware is generally replaced during the summer months. Software such as productivity suite (MS Office) web browsers and Anti-Virus are kept to the current campus standard. When specific software is required, each academic lab has an assigned faculty lab representative who acts as a liaison between CIS and their fellow faculty members in regards to support and requests.

Open Commuting - Located in the Resnick Library & Learning Center, the Wickham Information Commons consists of 70 MS Windows based PCs. Scanners, graphic software, aspect monitors and both color and black and white printing are available in this area as well. The following list of software is available on all machines, MS Windows 7 X64, Adobe Acrobat Reader, Adobe Flash Player, LEMSS (Patchlink), Maple, Microsoft Office 2010, Microsoft Silverlight, Microsoft Windows Media Player 10, MiniTab 16, Mozilla FrontMotion Firefox, Office Scan, Premier 13, Sun J2SE runtime. The library has 10 notebook PC's on hand that are available for loan.

A fulltime professional staff member is available for support M-F 7:30am-3:30pm, while the remaining hours are covered by student staff.

Wireless Access - The campus currently has over 300 wireless access points installed. At this point all academic, administrative, and residential buildings have wireless access. Students have the ability to access both local and remote resources via the wireless system.

Helpdesk Open 65 hours a week when the College is in session and staffed by professional College employees, the SUNY Delhi Helpdesk acts as technical support for students having any issues with computing (primarily wireless support, email support, changing PIN, issues with productivity software or flash drives). Students may stop by the office with their computer, email, call, or Instant Message for support. During 2011, there were 910 student initiated technical issues.

VI. Conclusion (pg. 33 of Guide)

A. Strengths of Program

Summarize the strengths.

B. Action 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.			

Appendix 4

Program Assessment Plans

Program Assessment Plans

SUNY Delhi

Spring 2012

Curriculum maps available at -

<http://www.delhi.edu/academics/assessment/forms.>

APPLIED SCIENCES AND BUILDING TECHNOLOGIES DIVISION

Program: Architectural Technology (AAS & BT)

Program Code: AAS – 0538; BT - 1852

Next Program Review: Spring 2013

Program Goals:

AAS – Prepare students for an entry level position in an architectural firm as a draft person with foundational knowledge of the design process.

BT – A graduate of the bachelor program can be expected to fill a variety of roles in any architectural firm from entry level drafter to an intermediate designer or part of a design team. This student will also have a higher learning curve and can readily accept more responsibility in a short period of time.

Program Student Learning Outcomes:

The **National Architectural Accrediting Board (NAAB)** is the governing body for all architectural programs in the nation with accreditation. For accredited schools and those seeking future accreditation, NAAB has a set student learning outcome criteria that all schools must adhere to, and this is the format that the Architecture Program at SUNY Delhi has chosen to follow. The entire document can be found online at http://www.naab.org/accreditation/2009_Conditions.aspx

The criteria encompass two levels of accomplishment:

- **Understanding** – The capacity to classify, compare, summarize, explain, and/or interpret information.
- **Ability** – Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The student learning outcomes (NAAB refers to these as Student Performance Criteria) are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes

facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: Ability to read, write, speak and listen effectively.

A. 2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A. 3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

A.4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A. 6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.

A. 7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

A. 8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems, and the capacity of each to inform two- and three-dimensional design.

A. 9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

A. 10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and

individuals and the implication of this diversity on the societal roles and responsibilities of architects.

A.11. Applied Research: Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

B. 3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

B. 6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC/SLO:

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems

B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety

A.9. Historical Traditions & Global Culture

B.8. Environmental Systems

B.9. Structural Systems

B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

B. 8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B. 11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

B. 12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse

Note: Realm C represents SLOs that are not to be integrated into the current Architectural Program (BT). Instead they represent SLOs that are applicable to a professional B. Arch. curriculum.

Realm C: Leadership and Practice: Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

- C. 2. Human Behavior:** *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.
- C. 3 Client Role in Architecture:** *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
- C. 4. Project Management:** *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
- C. 5. Practice Management:** *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
- C. 6. Leadership:** *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- C. 7. Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.
- C. 8. Ethics and Professional Judgment:** *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
- C.9. Community and Social Responsibility:** *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Assessment Timeline:

We have adopted an outside accreditation board (NAAB) as a model for our Student Learning Outcomes. Considering the long-term objectives of our program, we feel that the best way to position our program is to identify national standards for architectural education and to evaluate our program according to those national standards. Accordingly, we have not met all of the objectives. Therefore, we view these goals as objectives to strive for in the future as we improve our program. Finally, the faculty feels strongly that we should transition our program to an accredited Bachelor of Architecture degree. Accordingly, adopting the NAAB standards for our SLOs will prepare us to eventually offer an accredited Bachelor of Architecture.

NAAB SLO	Courses in which SLO is assessed	People Responsible	Semester
A.1	COMM 100	<i>TBD</i>	
A.2	ARCH 135,140,240,330,370,430, and 470	<i>BD, NA, JH</i>	
A.3	ARCH 135,140,240,330,370,430, and 470	<i>BD, NA, JH</i>	
A.4	ARCH 110	<i>TBD</i>	
A.5	ARCH 330,370,430, and 470	<i>BD, NA</i>	
A.6	ARCH 140,240,330,370,430, and 470	<i>BD, NA, JH</i>	
A.7	ARCH 135,140,240,330,370,430, and 470	<i>BD, NA, JH</i>	
A.8	ARCH 135,140,240,330,370,430, and 470	<i>BD, NA, JH</i>	
A.9	HUMN 241 and 242	<i>JH</i>	
A.10	N/A		
A.11	N/A		
B.1	ARCH 330,370,430, and 470	<i>BD, NA</i>	
B.2	ARCH 330,370,430, and 470	<i>BD, NA</i>	
B.3	ARCH 330,370,430, and 470	<i>BD, NA</i>	
B.4	ARCH 135,140,240,330,370,430, and 470 AECT 370	<i>BD, NA, JH</i>	
B.5	AECT 410	<i>JY</i>	
B.6	ARCH 330,370,430, and 470	<i>BD, NA</i>	
B.7	N/A		
B.8	AECT 280 and 350	<i>TBD</i>	
B.9	ARCH 220, AECT 110,460, and 480, CNST 110 and 210	<i>DH, TBD</i>	
B.10	AECT 280 and 350	<i>TBD</i>	
B.11	AECT 280 and 350	<i>DDH, TBD</i>	
B.12	ARCH 220, AECT 110,460, and 480, CNST 110 and 210		
C.1	N/A		
C.2	N/A		
C.3	N/A		
C.4	N/A		
C.5	N/A		
C.6	N/A		
C.7	N/A		
C.8	N/A		
C.9	N/A		

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	A.1 – A.11	ARCH 140, 330, and 430	Janet Ho, Brook Denison, & Nana Andoh
Spring 2013	A.1 – A.11 B.1 – B.6 B.8 – B.12	ARCH 240, 370, and 430	Janet Ho, Brook Denison, & Nana Andoh
Fall 2013			
Spring 2014			
Fall 2014			
Spring 2015			

Program Review Timeline:

Fall semester 2012:

September – December:

1. Faculty will investigate steps for NAAB Accreditation.
2. Faculty will identify areas of compliance for NAAB Accreditation.
3. Faculty will identify areas of non-compliance for NAAB Accreditation.

Spring semester 2013:

1. Faculty will develop timeline for implementing non-compliant accreditation goals.
2. Secure members for on-site evaluation team (one from industry, one from academia and a former student).
3. Schedule date for on-site visit before final exam week.
4. Compile list of employers of former students for mandatory phone calls.
5. Send course of study and advisory council minutes to ETL two weeks before on-site visit.

Program: Automotive Technology (AOS & AAS)

Program Code: 0411 & 1393

Next Program Review:

Spring 2013 (current NATEF and ASE accreditation expires 5/2013)

Program Goals:

AOS – Prepare entry level general automotive technicians.

AAS – Prepare student with select entry level automotive technician skills and academic skills required for education at the baccalaureate level.

Program Student Learning Outcomes AOS:

1. Demonstrate entry level knowledge and comprehension of the construction and operation of various automotive and light duty truck systems.
2. Apply operational knowledge to the diagnosis of faults in various automotive and light duty truck systems.
3. Maintain, diagnose and repair automotive and light truck braking systems.
4. Maintain, diagnose, repair and adjust steering and suspension systems on various automobiles and light duty trucks.
5. Maintain, diagnose and repair automotive and light duty truck electrical and electronic systems.
6. Maintain, diagnose and repair all gasoline engine fuel system components, emission control devices and engine performance systems on various automobiles and light duty trucks.
7. Maintain, diagnose and repair automotive and light duty truck transmissions, transaxles, (manual and automatic), transfer cases and final drive units.
8. Diagnose and repair computer control system components, circuits and data networks on automotive and light duty trucks.
9. Diagnose and repair supplemental inflatable restraint systems.
10. Maintain, diagnose and repair automotive and light duty truck heating ventilation and air conditioning systems.
11. Maintain, diagnose and repair automotive and light duty truck gasoline engines.
12. Demonstrate gas and arc welding skills and knowledge as they apply to automotive service and repair.
13. Demonstrate entry level employability and safety skills.
14. Provide verbal and written diagnosis and repair descriptions.

Program Student Learning Outcomes AAS:

1. Demonstrate entry level knowledge and comprehension of the construction and operation of various automotive and light duty truck systems.
2. Apply operational knowledge to the diagnosis of faults in various automotive and light duty truck systems.
3. Maintain, diagnose and repair automotive and light truck braking systems.
4. Maintain, diagnose, repair and adjust steering and suspension systems on various automobiles and light duty trucks.
5. Maintain, diagnose and repair automotive and light duty truck electrical and electronic systems.
6. Maintain, diagnose and repair all gasoline engine fuel system components, emission control devices and engine performance systems on various automobiles and light duty trucks.
7. Diagnose and repair computer control system components, circuits and data networks on automotive and light duty trucks.
8. Diagnose and repair supplemental inflatable restraint systems.
9. Maintain, diagnose and repair automotive and light duty truck gasoline engines.
10. Demonstrate gas and arc welding skills and knowledge as they apply to automotive service and repair.
11. Demonstrate entry level employability and safety skills.
12. Provide verbal and written diagnosis and repair descriptions.
13. Demonstrate completion of 6 credits of technical electives.
14. Demonstrate completion of: 6 credits GE1, 4 credits GE2 (physical), 6 credits GE3 – 7 and 6 credits GE 10 to facilitate transfer opportunities.

Assessment Timeline:

Create a timeline so that each program SLO is assessed at least once in a 3 year cycle. Each program SLO may be assessed in multiple courses.

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	1-3,5,6,8,12-14	AUTO 125,152,225,235,252 (Lab performance exams)	All faculty and staff (#12 welding faculty)
Spring 2013	1-14	NA3SA comprehensive exams for SLO 1-11 and AUTO 153. 128,138, 218, 228, 238, 248 & 256 (Lab performance exams).	All faculty and staff.
Fall 2013	1-3,5,6,8,12-14	AUTO 125,152,225,235,252 (Lab performance exams)	All faculty and staff (#12 welding faculty)
Spring 2014	1-14	NA3SA comprehensive exams for SLO 1-11 and AUTO 153. 128,138, 218, 228, 238, 248 & 256 (Lab performance exams).	All faculty and staff.
Fall 2014	1-3,5,6,8,12-14	AUTO 125,152,225,235,252 (Lab performance exams)	All faculty and staff (#12 welding faculty)
Spring 2015	1-14	NA3SA comprehensive exams or SLO 1-11 and AUTO 153. 128,138, 218, 228, 238, 248 & 256 (Lab performance exams).	All faculty and staff.

Program Review Timeline:

(Work backwards from the time that your program review is due. Include assessment of SLO's, surveying graduates/ transfers, gathering program data, writing report, gathering External Review Team, etc.)

Fall semester 2012:

September – December:

1. Faculty will update fall courses to reflect the 2012 NATEF task lists.
2. Faculty will update documentation for all nine NATEF accreditation standards.
3. Individual faculty will compile training records for last five years to reflect 20 hours of up-date training each year.
4. Program advisory council to complete self-study.

Spring semester 2013:

1. December – January: faculty will update fall courses to reflect the 2012 NATEF task lists.
2. Secure members for on-site evaluation team (one from new car dealer, one from an independent and the ETL).
3. Schedule date for on-site visit before final exam week.
4. Compile list of employers of former students for mandatory phone calls.
5. Send course of study and advisory council minutes to ETL two weeks before on-site visit.

Program: Carpentry and Building Trades**Program Code: AAS – 1392, AOS 0503****Next Program Review: Spring 2014****Program Goals:**

The mission of the Carpentry and Building Trades curricula is to prepare graduates for employment opportunities in the wide field of carpentry and/or construction, or for continued education.

Program goals are:

- To prepare graduates for entry level employment as Carpenters, Masons or Cabinetmakers.
- To prepare graduates for transfer to a bachelor's degree program, as well as guide students to recognize the importance of all types of continuing education in the field of building.
- To have a curriculum which at a minimum, will match the standards which have been established by the Residential Code of New York State, and through this awareness to teach the students the importance of building according to these established standards.
- To provide students with the ability to perform calculations related to building construction and use critical thinking skills to aid in solving unique construction related problems

Program Student Learning Outcomes:**Semester 1**

1. Tool proficiency – Students should be able to correctly identify by name and select the tool that best satisfies a given task, and use the tool in the manner for which it was intended.
2. Safety – Students should be able to correctly identify potential dangerous situations on the jobsite/laboratory as well as identify dangers presented in different scenarios such as through various types of media or orally. Students should also be able to offer OSHA approved methods of addressing given situations. Students should be able to demonstrate and/or describe correct and safe uses of typical jobsite equipment such as ladders, scaffolding, power tools, hand tools, and personal protective equipment.
3. Floor layout/construction – Given a blueprint, students should be able to identify and accurately lay out the framing members necessary to construct a floor system. Students should also be able to physically cut the components and using a team approach, assemble the floor system. The lay out and assembly will have to be completed to specific tolerances as well as within building code requirements.
4. Wall layout/construction – Given a blueprint, students should be able to identify the wall type, then accurately lay out the framing members necessary to construct a wall system. Students should also be able to physically cut the components and using a team approach, assemble the wall system. The layout and construction will have to be completed to specific tolerances as well as within building code requirements.

5. Rafter layout/roof construction – Given a blueprint, students should be able to identify roof components, accurately calculate dimensions of various types of rafters and lay out the rafters. Students should also be able to physically cut the rafters and using a team approach, assemble the roof structure. The layout and construction will have to be completed to specific tolerances as well as within building code requirements.
6. Blueprint interpretation – Students should be able to correctly identify and interpret the necessary information found on blueprints and specification sheets. Interpretation should be thorough and specific to given situations and proficiency should include the various types of views. Necessary information includes material type, dimensions, placement, and orientation.

Semester 2

1. Roofing application – Students should be able to identify components by name and correctly install various types of sheathing, roofing, flashing, and waterproofing details including correct placement of necessary scaffolding/staging/fall protection to safely complete the job. The installation will have to be completed to specific tolerances as well as within building code requirements.
2. Siding application - Students should be able to identify components by name and correctly install various types of sheathing, siding, flashing, and waterproofing details, this includes correct placement of the necessary scaffolding/staging to safely complete the job. The siding installation will have to be completed within specific tolerances.
3. Door/window installation – Students should be able to identify door/window components and hardware. Student should also be able to install the door/window, hardware, flashing, and trim within specific tolerances, as well as meet the building code requirements.
4. Interior finishes and moldings – Students should be able to identify, select and install various wall and ceiling finishes, as well as moldings and flooring. Products should be installed to within specific tolerances.
5. Stair calculation – Given a blueprint or a scenario, students should be able to calculate and lay out a stair stringer within specific tolerances. Students should also be able to identify, cut and assemble, plus install the stair and balustrade components, and do so while meeting building code requirements.
6. Estimating proficiency – Given a blueprint and cost sheet, students should be able to estimate various quantities of materials necessary for the completion of a given job or portion of a job. Estimates will have to be performed within specific tolerances.
7. Energy – Students should be able to accurately apply the NYS Energy Code to various residential applications and perform heat loss calculations within specific tolerances. Students should also identify and solve problems related to moisture issues, insulation problems and demonstrate an understanding of residential solar issues.

Semester 3

1. Foundation calculation – Given a blueprint or a jobsite situation, students should be able to determine the exact depth and location of a footing should be placed in order to build a foundation wall. The top of the wall will need to be located at a specific elevation when completed. Students will be expected to adhere to specific tolerances as well as meet building code requirements.
2. Dormer layout – Given a blueprint of an existing building, students should be able to calculate, lay out and/or build different types of dormers to specific tolerances.
3. Kitchen layout – Given a simulated remodeling project, students should be able to identify components, plan, design, and estimate the materials necessary to complete a bathroom and a kitchen remodeling project. Projects should be completed within specific tolerances.
4. Mechanicals – Students should acquire a working knowledge of correct installation procedures for plumbing and electrical systems within a residential environment. Students are expected to demonstrate these skills along with fixture installation proficiency. Physical work is expected to be completed within specific tolerances.
5. Employment Skills - Students should acquire a working knowledge of common business structures, including sole proprietorship, partnerships, limited liability companies, and corporations. Students should be also able to identify basic management techniques needed to start-up, operate, and maintain a construction business, including credit and financing, insurance requirements, tax filing, profits and losses, marketing, work crew leadership, and contract issues. Students will improve written and oral communication skills through presentations and written assignments.
6. Hand tool and shop tool proficiency, maintenance and safety - Students should be able to identify by name and select the hand/shop tool that best satisfies a given task, and use the tool safely and proficiently in the manner for which it was intended. Students should also be able to perform minor repairs and adjustments to the shop tools.
7. Cabinetmaking construction – Students should be able to demonstrate the ability to view a plan (such as a table with drawer) and safely perform all of the necessary operations to accurately build, and finish the project. Students will build and finish several different projects and be expected to do so to specific tolerances.
8. Plan, design and interpretation of working drawing – Students should be able demonstrate the ability to interpret plans, make design changes when asked, devise a plan of procedure, and execute the plan to specific tolerances.

Semester 4

1. Masonry general – Students should be able to correctly identify various masonry components as well as mixture ratios for making concrete and mortar. Students should also be able to accurately estimate quantities necessary to complete given projects.
2. Masonry hand skills – Students should be able to demonstrate a variety of hand skills necessary to build projects involving concrete, mortar, concrete block, and brick. Project work may include many different types of materials and take place on different surfaces.

Students should be able to perform the work on the projects within specific tolerances as well as meet building code requirements.

3. Foundation design – Given a specific set of conditions, students should be able to design various types of foundations within the parameters of the building code. Students should be able to discuss advantages, disadvantages, perform cost analysis, and discuss quality differences. Students should have a working knowledge of Radon gas issues and strategies to address them.
4. Creating curved moldings/surfaces – Given a project that involves manufacturing curved moldings or curved surfaces, the student should be able to select from a variety of materials and techniques a method of producing the product necessary to satisfy the project. The student should also be able to discuss advantages and disadvantages of potential techniques to be used. All work should be completed within specific tolerances.
5. Computer drafting competency – Students should be able to demonstrate competency in producing a computer aided drawing of a house/structure floor plan. Plans must include all appropriate symbols, dimensions, and various views necessary for construction. This project and others leading to it should be performed to specific tolerances.
6. Long term cabinetmaking project – Students should be able to develop a long term (more complex) plan, estimate the quantities of materials necessary as well as select and purchase the materials. Finally students will build the project to exact standards. Students will track estimated costs/labor versus actual costs/labor through the use of a project journal.

Short form to change program and course outcomes – attached

Updated Curriculum Maps – attached

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	All Programs Taught	All Courses Taught	All Faculty
Spring 2013	All Programs Taught	All Courses Taught	All Faculty
Fall 2013	All Programs Taught	All Courses Taught	All Faculty
Spring 2014	All Programs Taught	All Courses Taught	All Faculty
Fall 2014	All Programs Taught	All Courses Taught	All Faculty
Spring 2015	All Programs Taught	All Courses Taught	All Faculty

Carpentry Program Review Timeline:
Next Program Review: 2013-2014

Fall 2012

- Analyze data from 2011-12 academic year
- Schedule Advisory Council meeting for February 2013

Spring 2013

- Create survey for graduates and transfers
- Survey transfers/graduates from program and analyze result
- Create Advisory Council Curriculum Outcome Assessment
- Analyze Advisory Council data

Fall 2013

- Download program review template from Assessment website
- Begin assembling portions of the program review
- Request program data from Institutional Research
- Begin to contact possible members of External Review Team

Spring 2014

- January – Submit Program Review to Assessment Committee for review
- February – Make changes/edits suggested by Assessment Committee
- March – Assemble External Review Team, organize team visit including tour, lunch, meetings with different groups
- April – External Review Team visits campus
- May/June – submit Program Review and External Team report to document repository

Fall 2014

- Make action plan to address External Team's recommendations

Multiple sections of courses will have the same SLO's. This will be ensured by having one "lead" instructor and any other instructors will collaborate with this instructor to ensure consistency.

Program: Computer Aided Design Drafting
Program Code: 1043
Next Program Review: State: Spring 2014
National (ADDA): August 2012

Program Goals:

Certificate: Prepare apprentice Drafters/CADD Technicians
AOS: Prepare entry level Drafters/CADD Technicians
AAS: Prepare entry level Drafters/CADD Technicians with the option to continue their education at the baccalaureate level in: mechanical/electrical or industrial engineering technology or technology education

Program Student Learning Outcomes (Cert./AOS/AAS):

- 1) Delineate various mechanical types of parts by following the industry standard, ASME Y14 Design/Drafting, as it relates to line quality, lettering, geometric constructions, multi-view drawings (orthographic projection), and sectioning.
- 2) Detail various mechanical types of parts by following the industry standard, ASME Y14 Design/Drafting, as it relates to dimensioning and tolerancing.
- 3) Detail various mechanical types of parts by following the industry standard, ASME Y14 Design/Drafting, as it relates to descriptive geometry, theory of projection, and auxiliary views.
- 4) Learn and master the use of at least two different types of computer-based 3-D graphic software, one in the first year (Solid Edge) and a different one in the second year (AutoCAD/Inventor), to generate and create electronic files as well as printed/plotted sets of working drawings that conform to the ASME Y14 Design/Drafting standard.
- 5) Detail complete sets of working drawings by following the ASME Y14 Design/Drafting standard for the development, production, and/or servicing of various types of mechanical systems.
- 6) Detail drawings that relate to the areas of welded fabricated parts, piping, hydraulics, pneumatics, structural, and sheet metal/pattern developments by conforming to various industry standards.
- 7) Understand and know how to use and apply geometric form tolerances and true positioning by following the ASME Y14 Design/Drafting standard.
- 8) Research and use both electronic and printed manufacturing manuals.
- 9) Specify commonly used materials in making various types of parts based on a knowledge of cast, forged, stamped, machined, extruded, and other manufacturing processing methods.

Program Student Learning Outcomes (AOS/AAS):

- 10) Demonstrate working knowledge of electricity and electronics.

- 11) Detail complete sets of working drawings as they related to the electro-mechanical field, and design simple electronic packages given a schematic and electrical parts list.
- 12) Detail complete sets of working drawings as they relate to the electronics industry.
- 13) Design single- and double-sided printed circuit boards given a schematic or logic diagram.
- 14) Design products using parametric solid modeling software.
- 15) Solve design/drafting problems that require the use of algebra and trigonometry.

Program: Construction Technology: Associate in Applied Science Degree
Construction Management: Bachelor of Technology Degree

Program Code:

Next Accreditation Date: 2016-2017

Academic Quality Plan:

Part A: Summary

Delhi's Construction Technology (CT) Program & Construction Management Bachelor (B.T.) program strive to:

- Deliver extensive laboratory work to augment classroom instruction. Laboratory practice, where feasible, includes the design, engineering, planning, and erection of building mockups that are close to full scale.
- *Provide instruction in estimating, law and contracting, construction planning and control, building codes, and other courses closely related to the field control of the construction process;
- Recruit and retain faculty who are experienced construction professionals with firsthand experience in the construction industry;
- Objectively assess students' proficiency and competence in achieving and demonstrating learning outcomes needed to succeed in the highly competitive construction industry.
- Provide opportunities for students to interface with construction industry and civic organizations such as the Associated General Contractors of America (AGC); The MOLES (Heavy Construction); and Associated Schools of Construction (Regional CM Competition). Activities such as construction field trips, community service projects, and scholarship opportunities are offered.
- Assist associate degree graduates in continuing their studies in Delhi's Construction Management Bachelor of Technology program. This will enhance their construction training with additional management fundamentals, leadership skills, and industry internships. It will also help their career opportunities as project superintendents and construction project managers.

Part B: Goals & Objectives:

Performance Objectives for Construction Technology A.A.S.

A graduate of the Construction Technology A.A.S. program should be able to:

1. Discuss the academic and career opportunities available in the field of Construction Technology and have a working knowledge of how to utilize these opportunities.
 - AECT 100

2. Discuss and apply the principles and practices of wood construction, including building layout; floor, wall and roof framing; and member loading.
 - CNST 110
3. Apply fundamental principles of drafting to residential drawings, including basic lettering and line-work techniques, wall sections, basic working drawings, and residential details.
 - ARCH 110
4. Understand and apply the fundamental techniques, skills, and computer usage necessary in the construction industry including word processing, spreadsheets, and CAD.
 - ARCH 110
5. Demonstrate an understanding of the strengths of materials through the analysis of basic forces, conditions for equilibrium, stress-strain relationships, riveted and bolted connections, steel and timber beam design, simple column design, concrete form work design, and temporary structures.
 - AECT 150
6. Exhibit knowledge of the practical and technical aspects of concrete and masonry materials including soils classification, concrete mix design, applicable codes, report writing, and testing.
 - CNST 150
7. Understand and utilize construction surveying practices for residential and commercial structures, including use and care of equipment.
 - CNST 160
8. Demonstrate knowledge of the methods and materials of commercial buildings and structures, as well as construction project planning, construction site record keeping, and safety.
 - CNST 210
9. Develop working drawings for a complete commercial building project including plans, sections, elevations, and details.
 - ARCH 220
10. Fully understand and be able to transmit pertinent information concerning the environmental hazards of chemicals and building materials produced on or brought to a construction site, as well as being aware of how hazardous materials should be handled, stored, and disposed of in accordance with OSHA regulations. Recognize and understand construction site safety standards.
 - CNST 230
11. Analyze the various components within a building and compare the different construction materials relative to current construction practices and the implications for indoor air quality.
 - CNST 295
12. Perform construction estimating calculations, including quantity take-offs, labor rates, overhead, and profit, and be conversant with the skills necessary to do time scheduling and project management using computer applications.

- CNST 260
- 13. Understand the fundamentals of mechanical and electrical code requirements for buildings. Comprehend the functions of various mechanical and electrical systems as they pertain to residential, commercial, and industrial applications. Become aware of the importance of indoor air quality (IAQ), as it relates to occupancy.
- AECT 280
- 14. Understand and apply the principles of physics of moisture control to the field of construction.
- CNST 295
- 15. Comprehend the fundamentals of project bidding, bonding and insurance, available delivery systems, contractual agreements, legal and performance responsibilities, and further contracting practices that are applied throughout the construction industry.
- CNST 270

Performance Tasks Based Upon Performance Objectives (A.A.S.)

- Task 1 Identify structural dimension grades of lumber and understand the grade stamp.
(Performance Objective #2)
AECT 110
- Task 2 Generate a buildable first floor residential plan using AutoCAD given appropriate design criteria. (Performance Objective #3)
ARCH 110
- Task 3 Create a Wall Plate Layout given a floor plan and appropriate materials.
(Performance Objective #2)
CNST110
- Task 4 Generate load tracing for a given structure (Performance Objective #5)
AECT 150
- Task 5 Perform a gradation, proctor, and in-place density test. (Performance Objective #6)
CNST 150
- Task 6 Generate a topographic survey using appropriate survey instruments. (Performance Objective #7)
CNST 160
- Task 7 Analyze the design and estimate materials for a commercial curtain wall system.
(Performance Objective #8)
CNST 210
- Task 8 Create a critical path construction schedule given engineering blueprints
(Performance Objective #8)
CNST 210
- Task 9 Complete a 10 hour OSHA construction site safety class (Performance Objective #10)
CNST 230

- Task 10 Create a complete building estimate in an Excel spreadsheet. (Performance Objective #12)
CNST 260
- Task 11 Create a sample building contract which is in compliance with New York State Building Codes. (Performance Objective #15)
CNST 270
- Task 12 Create a plumbing isometric drawing for a commercial rest room facility (Performance Objective #13)
AECT 280

Performance Objectives for Construction Management B.T.

1. Be able to perform basic storm water management field observations (using surveying instruments), data calculations, and develop topographic maps to express landforms. Comprehend engineering methods and strategies towards shaping grades to accommodate buildings and associated construction, site drainage and storm water management, as well as road alignment principles.
2. Be able to comprehend building science concepts and quality engineering issues that face new and existing buildings. Pertinent course topics include indoor air quality, energy efficiency, environmentally friendly practices, alternative energy systems, and moisture-related building conditions. Students will be able to engage in a given case study and demonstrate adequate building science comprehension, via a final report and presentation.
3. Produce conceptual designs, graphically and/or model based, that address complex building system needs pertaining to lighting and acoustical considerations for indoor spaces. Additionally, comprehend sustainable design and building approaches and demonstrate familiarity with the Leadership in Energy and Environmental Design (LEED) Program.
4. Estimate and budget project costs, including materials, labor, overhead, and other peripheral construction expenses. Comprehend value engineering and construction means and methods that directly pertain to project costs.
5. Provide entry-level field direction and/or supervision for various types of construction projects, including; residential, commercial, industrial, and heavy/civil undertakings. This consists of field observation of installation techniques, site safety, coordination of various trade disciplines, and monitoring of project efficiencies.
6. Practice the design-build approach on an actual student-based construction project, under the supervision of the construction faculty. Students show comprehension of the design-build method and how it differs from construction management, general contracting, owner representation, and other project delivery systems.
7. Develop project schedules and plans/approaches for construction projects. This includes the evaluation of various designs, means, and/or building methods to successfully complete complex building projects.
8. Demonstrate the ability to practice aspects of effective construction project management in

a collaborative environment, via a mock project scenario. Pertinent aspects of project management that will be demonstrated include the provision of quality control, site planning, preliminary design review and constructability analysis, milestone scheduling, value engineering, and procurement, as it pertains to logical scope of work allocations.

9. Perform thorough analyses, including engineering calculations, of structural conditions pertaining to residential and commercial applications. Students will comprehend structural aspects pertaining to building loads and stresses and be able to analytically evaluate complex structural considerations. This includes the application of engineering-based calculations and consideration of various structural building materials and applications.
10. Gain construction experience through an extensive internship. Students will obtain beneficial experience through a professionally structured internship. Entry-level construction professionals will demonstrate experience and awareness related to four of the eight Construction Management SLOs.

Construction Management SLOs

1. Field Supervision
2. Estimating & Cost Control
3. Scheduling & Planning
4. Surveying / Site Layout
5. Hands-On Building Experience
6. Project Engineering (Project or Plan Review/Analysis)
7. Project Documentation (Field Reports, Submittals, Drawings, Specs, Etc.)
8. Procurement of Materials, Subcontracts, and/or Labor

11. Gain the necessary professional skills and resources to successfully pursue employment within the construction industry. This includes job searching awareness, resumes and cover letter development, interviewing and related communication skills.

Performance Tasks Based Upon Performance Objectives (B.T.)

- Task 1 Ability to understand storm water runoff drawings, calculations, as well as shaping grades.
AECT 370
- Task 2 Demonstrate a knowledge of moisture problems in buildings and understanding as to means of proper mitigation.
AECT 450
- Task 3 Produce designs to accommodate for lighting and acoustical needs in a building. Also demonstrate a comprehension of USGBC's LEEDs green building program.
AECT 350

- Task 4 Comprehend the design-build process and its applications within the construction industry. Demonstrate understanding of design-build delivery systems that are commonly practiced.
AECT 300
- Task 5 In a team setting: Produce working drawings and implement hands-on field coordination for actual building projects. Also, provide field direction for underclassmen, while maintaining quality control standards.
AECT 300
- Task 6 Create an accurate schedule for complex building projects.
AECT 400
- Task 7 Develop a project that includes site planning, construction analysis, and scope of work.
AECT 400
- Task 8 Analyze building structural systems & components of timber, steel, masonry, and concrete in terms of the forces applied to them, such as wind, snow and seismic conditions.
AECT 360
- Task 9 Analyze and design structural components and systems in typical building types using structural steel.
AECT 460
- Task 10 Analyze and design structural components and systems in typical building types using reinforced concrete.
AECT 480
- Task 11 Review career opportunities available in the Construction Management Field and develop professional resumes, correspondences/letters in pursuit of a formal internship.
AECT 380
- Task 12 Complete a successful CM internship within the specified SLOs.
AECT 390/395

Academic Quality Plan: Construction Technology/Management

Part C: Timetable/Results/Action Items

Yearly Outcomes Assessment Timetable:

Fall Semester:

September:

- Generate new list of incoming Freshmen for Performance Outcomes
- Resend “Action Items” from previous May to Industry Advisory Council (IAC)
- Assessment Surveys:
 - 4th year Construction Management Bachelor of Technology (BT) students: (Required: Students who were in CT AAS program & completed their internships)
 - Employers of BT Interns

(See Part C: Action Items: These surveys will be moved to coincide with end of BT Internship.)

- Internship Info Emailed to Freshman AAS Class during Freshman Orientation (AECT 100): Recommendation of IAC.

October: Industry Advisory Council (IAC) Meeting:

- Review Assessment surveys from previous spring semester.
- Action Items: Require college approval or changes in house?

November:

- AGC National Scholarships applications due. (Typically November 1st)

December:

- Performance Outcomes: Update @ end of semester

Spring Semester:

May:

- AGC New York Scholarships applications due. (Typically May 15th)

May: (Finals Week)

- Assessment Surveys: (Note: Surveys Moved to April to be part of 3rd Year Report)
- 2nd year Construction Technology (CT) students.
- 4th year Construction Management (CM) students: (Required: Students who were in CT AAS program & completed their internships): To be moved to the fall semester: See above and Action Items.
- Employers of CM Interns: To be moved to the fall semester: See above and Action Items.

End of May

- “5th year out” CT Graduate Surveys. (2007 Graduates for 2012 ACCE Report.)
- Tabulate and assess data: Send to Dean, Provost, & IAC
- Generate “Action Items” to be considered in October w/ IAC

Program: Electrical Construction and Instrumentation

Program Code: AAS 1642, AOS 1151

Next Program Review: 2013

Program Goals:

Prepare our students with the skills, knowledge, and attitudes to

1. Successfully compete for jobs in the electrical trades and
2. Be safe and productive workers once they enter the field

Program Student Learning Outcomes:

Outcomes 1-9 relate to the certificate and associate degrees. Outcomes 10-19 pertain only to the associate degree.

1. Understand and discuss electrical theory and its practical application to electrical circuits and equipment, including the topics of electron theory, Ohm's Law, types of electrical circuits, and concepts in direct-current circuits and electromagnetism.
2. Design, plan, install, and maintain residential electrical equipment in accordance with the standards required by the National Electrical Code.
3. Comprehend and interpret the National Electrical Code regulations to ensure code compliance, and demonstrate the skills required to perform the necessary calculations.
4. Demonstrate knowledge of the characteristics and applications of alternating-current theory from the point of production throughout its distribution and use in single- and three-phase systems.
5. Understand and apply the theory of electrical heating systems, low-voltage control systems, residential and commercial services, and motor control systems
6. Demonstrate the ability to plan, install, and maintain residential and commercial electrical systems
7. Design and draw wiring and schematic diagrams.
8. Write sequences of operation for control systems.
9. Demonstrate workmanship in electrical installations consistent with accepted industry practices
10. Demonstrate the ability to safely use common test equipment
11. Calculate electrical circuit configurations, including series, parallel, and series-parallel.
12. Diagnose residential and commercial heating control systems
13. Calculate voltage sources, both single-phase and three-phase, including alternators, generators, and batteries
14. Observe National Electric Code compliance, including calculating wire sizes, sizing starters, fuses, and overloads
15. Understand magnetism and magnetic properties
16. Calculate RLC circuits (resistance, inductance, capacitance)
17. Calculate power transmission systems (transformers)
18. Use programmable logic controllers (PLCs)
19. Understand AC motors and alternators, both single- and three-phase

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2011	5 (partial)	ECMT 120	Krzyston
Spring 2012	3C*	ECMT 142	Burke
	5 (partial)	ECMT 160	Krzyston
	2, 6, 7C, 8C, 9C, 10C	ECMT 170	Burke, Ellis, Krzyston
	13A**, 15A, 16A, 17A, 19A	EICR 250	House
	12A	EICR 270	Brown, House
Fall 2012	1C, 11C	ECMT 110	Ellis
	5 (partial)	ECMT 142	Burke
	1A, 11A	EICR 210	House
	3A, 4A, 8A, 10A, 14A	EICR 230	Krzyston
	7A	EICR 240	Krzyston
Spring 2013	3C	ECMT 142	Burke
	4C	ECMT 150	Ellis
	5 (partial)	ECMT 160	Krzyston
	2, 6, 7C, 8C, 9C, 10C	ECMT 170	Burke, Ellis, Krzyston
	13A, 15A, 16A, 17A, 19A	EICR 250	House
	9A, 12A, 18A	EICR 270	House
Fall 2013	1C, 11C	ECMT 110	Ellis
	1A, 11A	EICR 210	House
Spring 2014	13A, 15A, 16A, 17A, 19A	EICR 250	House
	9A, 12A, 18A	EICR 270	House
Fall 2014	3A, 4A, 8A, 10A, 14A	EICR 230	staff
	7A	EICR 240	staff
Spring 2015	3C	ECMT 142	Burke
	4C	ECMT 150	Ellis
Fall 2015	5 (partial)	ECMT 142	Burke
Spring 2016	5 (partial)	ECMT 160	Krzyston
	2, 6, 7C, 8C, 9C, 10C	ECMT 170	Burke, Ellis, Krzyston
Fall 2016	Repeat Fall 2013 and continue on 3-year cycle.		

*A letter “C” suffix on an SLO indicates that the SLO will be assessed at the certificate level at the designated term on the schedule.

**A letter “A” suffix on an SLO indicates that the SLO will be assessed at the associate level at the designated term on the schedule.

**Program Review Timeline:
Summer 2013-Fall 2013**

Fall 2013	Site Visit by External Panel
Summer – Fall 2013	Write Program Review
Spring 2013 (late)	Close loop on spring 2013 assessments and review needs for changes in response to assessment data.
Spring 2013	Complete round of program SLO assessment for all SLOs at least once (some SLOs complete 2 nd round)
Spring 2012 (beginning)	Confirm SLOs appropriately integrated into spring courses. Remind faculty about assessment responsibilities.
Fall 2012 (late)	Close loop on fall 2012 assessments and review needs for changes in response to assessment data.
Fall 2012 (late)	Graduate Survey
Fall 2012 (beginning)	Confirm SLOs appropriately integrated into fall courses. Remind faculty about assessment responsibilities.
Spring 2012 (late)	Update program assessment plan.
Spring 2012 (late)	Close loop on 2011-2012 assessments (SLOs 3 and 5) and review needs for changes in response to assessment data.

Program: BBA Golf Course Management: Superintendent

Program Code: 1508

Next Program Review: 2016-17

Program Goals:

I. Upon graduation, students will be prepared for a career as a(n):

- Golf Course Superintendent
- Golf Course Irrigation Technician
- Golf Course Pest Management/Spray Technician
- Turf/Golf Industry Company Sales
- Golf Course Construction/Renovation Foreman.
- Golf Course General Manager

II. Students will be prepared to transfer to higher degree programs

III. Students will be prepared to take the appropriate professional certifications, i.e. Certified Pesticide Application exam (NYS)

Program Student Learning Outcomes:

A graduate of the Golf Course Management BBA: Superintendent program should be able to:

1. Demonstrate basic knowledge of Botany.
2. Understand and apply basic principles and terminology used in the care, pruning, growth, propagation, growing media, soil amendments, and fertilization of plants.
3. Demonstrate proficiency in the proper identification, terminology, and use of: trees, shrubs, and groundcovers used in various Northeast landscapes.
4. Exhibit a working knowledge of basic surveying techniques, the proper use of transits and levels, and the necessary drafting and drawing skills to communicate the data collected.
5. Demonstrate knowledge of the diagnosis, repair, and operation of equipment used on home lawns and athletic fields.
6. Demonstrate a thorough understanding of soil: its genesis, composition, classification, physical and chemical characteristics; and how to test, correct, and implement proper soil management practices on home lawns and athletic fields.
7. Demonstrate knowledge of the construction principles and materials used for decks, fences, patios, walks, and retaining walls.
8. Display a thorough practical understanding of the daily operations of lawn and athletic field maintenance.
9. Properly identify, select, establish, and maintain major turf grasses used on home lawns and athletic fields.
10. Properly identify and manage turf pests found on home lawns and athletic fields.
11. Identify and control major weeds found on lawns, athletic fields, and in the surrounding landscape.

12. Understand basic concepts in plant pathology and entomology as they relate to turf grass and ornamental plants.
13. Describe, demonstrate, and apply the basic theories of Integrated Pest Management (IPM) practices used on lawns and athletic fields.
14. Properly identify, select, calibrate, and safely apply pesticides used on lawns and athletic fields.
15. Design, select, install, and maintain irrigation systems for lawns and athletic fields.
16. Demonstrate a thorough working knowledge of athletic field design, construction, budgeting, and management.
17. Properly select and maintain trees.
18. Demonstrate a thorough knowledge of personnel management, planning, and presentation techniques used on golf courses.
19. Recognize and respond to emergencies by making appropriate decisions regarding first-aid care.
20. Communicate effectively with all constituents, including employees, management, membership, the general public, and various governmental agencies.
21. Exhibit knowledge of traditional management theory, leadership and management roles, organizational structure and change, service quality and function, decision making, and ethics.
22. Understand and apply basic knowledge of golf course layout and equipment needs for proper golf course operations and maintenance.
23. Exhibit knowledge of computer applications as it relates to inventory, budgets, and written communication.
24. Develop and prepare budgets for the operation of the facility and capital improvements.
25. Exhibit knowledge of organizing golf tournaments and other recreational activities as they relate to golf course operations.
26. Develop creative strategies for effectively managing change and resolving conflicts while meeting the expectations of members, guests, employees, and various government agencies.

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2015	SLO 1,2,3,4,5,6	#1 HORT 120, BIOL 210 #2 HORT 120, 130, 160, 165, 220 TURF 210, 240 #3 HORT 130, 165, 220 #4 LDCT110 LARC110 #5 HORT 150, TURF 181, 182, 210 #6 HORT 160,220 TURF 210, 240	Appropriate Faculty
Spring 2016	SLO 7,8,9,10,11,12	#7 LDCT 110 #8 TURF 100, 181, 182, 210, 240 PRKM 220 #9 TURF 210, 240 #10 TURF 210, 230, 240 HORT 205, 206, 212 #11 TURF 230 #12 HORT 205, 206, 212, 220 TURF 240	Appropriate Faculty
Fall 2016	SLO 13,14,15,16,17,18,19	#13 TURF 210, 230, 240 HORT 205, 206, 212, 220 #14 TURF 210, 240 HORT 205, 212, 220 #15 TURF 264 # 16 TURF 210, 240 PRKM 220 #17 HORT 120, 130, 165, 220 #18 PRKM 220 #19 PEDH 220	Appropriate Faculty
Spring 2017	SLO 20,21,22,23,24,25,26	#20GMBA 306, 320, 310, 400 HUMN 120 COMM 300/310, BUSI310 #21GMBA 306, 310, 320 400, BUSI 310 #22 GMBA 300, 400 #23 CITA 110 #24 GMBA 310 ACCT 115, ECON BUSI 310 #25GMBA 280, 300, 380, 450 #26 COMM300/310	Appropriate Faculty

Program Review Timeline: DUE: 2016-17

Fall 2015

- Collect and analyze data
- Create Advisory Council Curriculum Outcome Assessment
- Analyze Advisory Council data

Spring 2016

- Create survey for graduates and transfers
- Survey transfers/graduates from program and analyze results

Fall 2016

- Download program review template from Assessment website
- Start writing
- Request program data from Institutional Research
- Begin to contact possible members of External Review Team

Spring 2017

- January – Submit Program Review to Assessment Committee for review
- February – Make changes/edits suggested by Assessment Committee
- March – Assemble External Review Team, organize team visit including tour, lunch, meetings with different groups
- April – External Review Team visits campus
- May/June – submit Program Review and External Team report to document repository

Fall 2017

- Make action plan to address External Team's recommendations

Program: Heating, Ventilation and Air Conditioning

Program Code: 1486

Next Program Review: 2014-2015

Program Goals:

Prepare our students with the skills, knowledge, and attitudes to

1. Successfully compete for jobs in the electrical construction and instrumentation trades and
2. Be safe and productive workers once they enter the field

Program Student Learning Outcomes:

1. Understand and discuss fundamental refrigeration principles, including trade tools, gas laws, pressure/temperature relationship, heat transfer, refrigerants, compression cycle, compressors, condensers, evaporators, metering devices, refrigeration oils, desiccants and driers, evacuation, and safe handling of refrigerants.
2. Demonstrate a hands-on knowledge of the refrigeration system, including skills in servicing, analyzing, problem solving, and pertinent safety practices.
3. Understand the basic electricity knowledge necessary for HVAC mechanics.
4. Demonstrate an understanding of the equipment and specific topics associated with commercial refrigeration systems.
5. Demonstrate knowledge of air-conditioning principles and air-conditioning systems, including room air conditioners, air-conditioning systems, heat pumps, low-voltage thermostats, and hydronics.
6. Apply the knowledge necessary to accurately troubleshoot air-conditioning systems.
7. Demonstrate hands-on skills in the safe installation and servicing of a wide variety of air-conditioning and commercial refrigeration equipment and systems.
8. Understand and apply the National Standard Plumbing Code and New York State Code.
9. Demonstrate basic knowledge of plumbing materials, tools, and equipment.
10. Display the ability to measure, cut, and join steel pipe, copper tubing, plastic and cast iron soil pipe; demonstrate knowledge of fittings, as well as basic fabrication of sheet-metal principles, and layout techniques.
11. Exhibit basic drafting techniques as they relate to the plumbing, heating, and pipefitting field, through the completion of various drawings such as piping isometrics, plumbing floor plans, and riser diagrams.
12. Install residential hydronic and steam heating systems, and indirect and direct domestic hot-water heaters.
13. Design and install hot-air heating systems and the various types of hot-water heating systems for residential and light commercial buildings.
14. Understand AC theory, multi-zone heating systems, and light commercial controls.
15. Correctly and safely wire oil and gas boilers, and hot-air heating systems.
16. Display an understanding of building energy requirements, and demonstrate the ability to perform residential heat-loss calculations.
17. Recognize and respond to emergencies by making appropriate decisions regarding first-aid care.

Program: Golf Operations A.A.S.

Program Code: 1063

Next Program Review: 2013-14

Program Goals:

- I.** Upon graduation, students will be prepared for a career as a(n):
 - Assistant Golf Course Superintendent
 - Golf Course Irrigation Technician
 - Golf Course Pest Management/Spray Technician
 - Turf/Golf Industry Company Salesman
 - Golf Course Construction/Renovation Foreman.
- II.** Students will be prepared to transfer to higher degree programs
- III.** Students will be prepared to take the appropriate professional certifications, i.e. Certified Pesticide Application exam (NYS)

Program Student Learning Outcomes:

A graduate of the Golf Course Operations A.A.S. program should be able to:

1. Demonstrate basic knowledge of Botany.
2. Understand and apply the basic principles and terminology used in the care, pruning, growth, propagation, growing media, soil amendments, and fertilization of plants.
3. Demonstrate proficiency in the proper identification, terminology, and use of trees, shrubs, and groundcovers used in various Northeast landscapes.
4. Exhibit a working knowledge of basic surveying techniques; the proper use of transits and levels; and the necessary drafting and drawing skills to communicate the data collected.
5. Demonstrate knowledge of the diagnosis, repair, and operation of equipment used on golf courses.
6. Demonstrate a thorough understanding of soil: its genesis, composition, classification, physical and chemical characteristics; and how to test, correct, and implement proper soil management practices on golf courses.
7. Demonstrate knowledge of the construction principles and materials used for decks, fences, patios, walks, and retaining walls.
8. Display a thorough, practical understanding of the daily operations on a golf course.
9. Properly identify, select, establish, and maintain major turf grasses used on golf courses.
10. Properly identify and manage turf pests found on golf courses.
11. Identify and control major weeds found on golf courses and in the surrounding landscape.
12. Understand basic concepts in plant pathology and entomology as they relate to turf grass and ornamental plants.
13. Describe, demonstrate, and apply the basic theories of Integrated Pest Management (IPM) practices used on golf courses.

14. Properly identify, select, calibrate, and safely apply pesticides used on golf courses.
15. Design, select, install, and maintain irrigation systems on golf courses.
16. Demonstrate a thorough working knowledge of golf course design, construction, budgeting, mathematics, and management.
17. Properly select and maintain trees on golf courses.
18. Demonstrate a thorough knowledge of personnel management, planning, and presentation techniques used on golf courses.
19. Recognize and respond to emergencies by making appropriate decisions regarding first-aid care.

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	SLO 1,2,3	#1 HORT 120, BIOL 210 #2 HORT 120, 130, 160, 165, 220 TURF 210, 240 #3 HORT 130, 165, 220	Appropriate Faculty
Spring 2013	SLO 4,5,6	#4 LDCT 110 LARC110 #5 HORT 150, TURF 181, 182, 210 #6 HORT 160,220 TURF 210, 240	Appropriate Faculty
Fall 2013	SLO 7,8,9,10,11,12	#7 LDCT 110 #8 TURF 100, 181,1 82, 210, 240 PRKM 220 #9 TURF 210, 240 #10 TURF 210, 230, 240 HORT 205, 206, 212 #11 TURF 230 #12 HORT 205, 206, 212, 220 TURF 240	Appropriate Faculty
Spring 2014	SLO 13,14,15,16,17,18,19	#13 TURF 210, 230, 240 HORT 205, 206, 212, 220 #14 TURF 210, 240 HORT 205, 212, 220 #15 TURF 264 # 16 TURF 210, 240 PRKM 220 #17 HORT 120, 130, 165, 220 #18 PRKM220 #19 PEDH220	Appropriate Faculty

Program Review Timeline: DUE: 2013-14

Fall 2012

- Collect and analyze data
- Create Advisory Council Curriculum Outcome Assessment
- Analyze Advisory Council data

Spring 2013

- Create survey for graduates and transfers
- Survey transfers/graduates from program and analyze results

Fall 2013

- Download program review template from Assessment website
- Start writing
- Request program data from Institutional Research
- Begin to contact possible members of External Review Team

Spring 2014

- January – Submit Program Review to Assessment Committee for review
- February – Make changes/edits suggested by Assessment Committee
- March – Assemble External Review Team, organize team visit including tour, lunch, meetings with different groups
- April – External Review Team visits campus
- May/June – submit Program Review and External Team report to document repository

Fall 2014

- Make action plan to address External Team's recommendations

Program: Horticulture A.A.S.
Program Code: 0610
Next Program Review: 2013-2014

Program Goals:

- I. Upon graduation, students will be prepared for a career as a:
 - Landscape manager
 - Landscape contractor
 - Landscape designer
 - Sales representative
 - Public Garden Manager
 - Plant Growers
 - Greenhouse Manager
- II. Students will be prepared to transfer to higher degree programs
- III. Students will be prepared to take the appropriate professional certifications, i.e. Certified Pesticide Application exam (NYS)

Program Student Learning Outcomes:

A graduate of the Landscape Design and Management A.A.S. program should be able to:

1. Demonstrate basic knowledge of botany.
2. Understand and apply the basic principles and terminology used in the care, pruning, growth, propagation, growing media, soil amendments, and fertilization of plants.
3. Demonstrate proficiency in the proper identification, terminology, and use of woody trees, shrubs, groundcovers and herbaceous plants used in various Northeast landscapes.
4. Exhibit a working knowledge of basic surveying techniques; the proper use of transits and levels; and the necessary drafting and drawing skills to communicate the data collected.
5. Demonstrate knowledge of the diagnosis, repair, and operation of equipment.
6. Demonstrate a thorough understanding of soil: its genesis, composition, classification, physical and chemical characteristics; and how to test, correct, and implement proper soil management practices.
7. Demonstrate knowledge of the construction principles and materials used for decks, fences, patios, walks, and retaining walls.
8. Understand and apply the theory and principles of landscape design for both residential and commercial sites.
9. Understand the fundamentals of greenhouses and greenhouse production.
10. Demonstrate an awareness of how a business is developed and operated in the profession.
11. Select appropriate herbaceous plants and design a landscape plan that is both functional and aesthetically pleasing.

12. Understand basic concepts in plant pathology and entomology as they relate to ornamental plants.
13. Describe, demonstrate, and apply the basic theories of Integrated Pest Management (IPM) practices.
14. Properly identify, select, calibrate, and safely apply pesticides.
15. Prepare analysis, design, and presentation drawings to communicate design intent to a client.
16. Display a thorough understanding of the horticulture industry, acquired through a 180-hour summer internship.
17. Properly select and maintain trees.
18. Recognize and respond to emergencies by making appropriate decisions regarding first-aid care.

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	SLO 1,2,3	#1 HORT 120, BIOL 210 #2 HORT 120, 130, 160, 165, 220 TURF 210, 240 #3 HORT 130, 165, 220, 230, 240	Appropriate Faculty
Spring 2013	SLO 4,5,6	#4 LDCT 110 LARC 110 #5 HORT 150, TURF 181, 182, 210 #6 HORT 160, 220 TURF 210, 240	Appropriate Faculty
Fall 2013	SLO 7,8,9,10,11,12	#7 LDCT 110 #8 LARC110,120, LDCT 210, 220 #9 HORT 230 #10 BUSI--- #11 LDCT 210, HORT 240 LARC 110 #12 HORT 205, 206, 212, 220 TURF 240	Appropriate Faculty
Spring 2014	SLO 13,14,15,16,17,18	#13 TURF 210, 230, 240 HORT 205, 206, 212, 220 #14 TURF 210, 240 HORT 205, 212, 220 #15 LARC 110, 120 LDCT 210, 220 # 16 HORT 100, 180 #17 HORT 120, 130, 165, 220 #18 PEDH 220	Appropriate Faculty

Program Review Timeline: DUE: 2013-14

Fall 2012

- Collect and analyze data
- Create Advisory Council Curriculum Outcome Assessment
- Analyze Advisory Council data

Spring 2013

- Create survey for graduates and transfers
- Survey transfers/graduates from program and analyze results

Fall 2013

- Download program review template from Assessment website
- Start writing
- Request program data from Institutional Research
- Begin to contact possible members of External Review Team

Spring 2014

- January – Submit Program Review to Assessment Committee for review
- February – Make changes/edits suggested by Assessment Committee
- March – Assemble External Review Team, organize team visit including tour, lunch, meetings with different groups
- April – External Review Team visits campus
- May/June – submit Program Review and External Team report to document repository

Fall 2014

- Make action plan to address External Team's recommendations

Program: Landscape Design and Management A.A.S.
Program Code: 0638
Next Program Review: 2013-2014

Program Goals:

- I. Upon graduation, students will be prepared for a career as a:
 - Landscape manager
 - Landscape contractor
 - Landscape designer
 - Sales representative
 - Public Garden Manager
 - Plant Growers
- II. Students will be prepared to transfer to higher degree programs
- III. Students will be prepared to take the appropriate professional certifications, i.e. Certified Pesticide Application exam (NYS)

Program Student Learning Outcomes:

A graduate of the Landscape Design and Management A.A.S. program should be able to:

1. Demonstrate basic knowledge of botany.
2. Understand and apply the basic principles and terminology used in the care, pruning, growth, propagation, growing media, soil amendments, and fertilization of plants.
3. Demonstrate proficiency in the proper identification, terminology, and use of trees, shrubs, and groundcovers used in various Northeast landscapes.
4. Exhibit a working knowledge of basic surveying techniques; the proper use of transits and levels; and the necessary drafting and drawing skills to communicate the data collected.
5. Demonstrate knowledge of the diagnosis, repair, and operation of equipment used typical to landscape installation and management.
6. Demonstrate a thorough understanding of soil: its genesis, composition, classification, physical and chemical characteristics; and how to test, correct, and implement proper soil management practices for residential and commercial landscape settings.
7. Demonstrate knowledge of the construction principles and materials used for decks, fences, patios, walks, and retaining walls.
8. Understand and apply the theory and principles of landscape design for both residential and commercial sites
9. Properly identify, select, establish, and maintain major turf grasses.
10. Properly identify and manage turf pests.
11. Read and create construction documents, prepare materials estimates and bids, and demonstrate familiarity with specialized landscape features.
12. Understand basic concepts in plant pathology and entomology as they relate to ornamental plants.
13. Describe, demonstrate, and apply the basic theories of Integrated Pest Management (IPM) practices.
14. Properly identify, select, calibrate, and safely apply pesticides.

15. Prepare analysis, design, and presentation drawings to communicate design intent to a client.
16. Display a thorough understanding of the landscape contracting industry, acquired through a 180-hour summer internship.
17. Properly select and maintain trees.
18. Recognize and respond to emergencies by making appropriate decisions regarding first-aid care.

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	SLO 1,2,3	#1 HORT 120, BIOL 210 #2 HORT 120, 130, 160, 165, 220, TURF 210, 240 #3 HORT 130, 165, 220	Appropriate Faculty
Spring 2013	SLO 4,5,6	#4 LDCT 110 LARC 110 #5 HORT 150, TURF 181, 182, 210 #6 HORT 160, 220, TURF 210, 240	Appropriate Faculty
Fall 2013	SLO 7,8,9,10,11,12	#7 LDCT 110 #8 LARC 110,120, LDCT 210,220 #9 TURF 210, 240 #10 TURF 210, 230, 240 HORT 205, 206, 212 #11 LDCT 110, 215, 220 LARC 110 #12 HORT 205, 206, 212, 220, TURF 240	Appropriate Faculty
Spring 2014	SLO 13,14,15,16,17,18	#13 TURF 210,230,240 HORT 205, 206, 212, 220 #14 TURF 210,240, HORT 205, 212, 220 #15 LARC 110, 120 LDCT 210, 220 # 16 LDCT 100,180 #17 HORT 120, 130, 165, 220 #18 PEDH220	Appropriate Faculty

Program Review Timeline: DUE: 2013-14

Fall 2012

- Collect and analyze data
- Create Advisory Council Curriculum Outcome Assessment

- Analyze Advisory Council data

Spring 2013

- Create survey for graduates and transfers
- Survey transfers/graduates from program and analyze results

Fall 2013

- Download program review template from Assessment website
- Start writing
- Request program data from Institutional Research
- Begin to contact possible members of External Review Team

Spring 2014

- January – Submit Program Review to Assessment Committee for review
- February – Make changes/edits suggested by Assessment Committee
- March – Assemble External Review Team, organize team visit including tour, lunch, meetings with different groups
- April – External Review Team visits campus
- May/June – submit Program Review and External Team report to document repository

Fall 2014

- Make action plan to address External Team's recommendations

Program: Natural Resources, Recreation and Sports

Program Code:

Next Program Review: 2015-16

Program Student Learning Outcomes:

NRRS Core Learning Outcomes

1. Demonstrate knowledge of the philosophy, history, scope and significance of the leisure profession.
2. Identify the academic and career opportunities available in the leisure services profession, and have a working knowledge of how to access these opportunities.
3. Illustrate application of critical thinking.
4. Understand and apply fundamental concepts, principles, and procedures for the planning, development, and design of recreational programs, resources, areas, and facilities.
5. Demonstrate proper safety, judgment, and decision making in regard to potential and actual emergencies.

Adventure Recreation Option Learning Outcomes

6. Demonstrate a fundamental ability to understand and practice specific outdoor living skills that are necessary to individual and group sustainability in remote settings.
7. Illustrate knowledge, skills and abilities to design, implement, prepare, and evaluate sustainable outdoor expedition trips for individuals and groups.
8. Demonstrate the ability to know and implement theories and practices of teaching, processing, and transference with regards to adventure activities.

Park & Outdoor Recreation Option Learning Outcomes

9. Demonstrate the ability to develop, deliver, and evaluate an outdoor education program.
10. Demonstrate skill proficiency in various maintenance tasks, including tool and equipment use, relative to the upkeep of various park and recreation facilities.
11. Demonstrate a thorough knowledge of those requirements necessary for the management and sustainable use and maintenance of parks, recreation, and sports areas.

Recreation & Sports Management Learning Outcomes:

12. Demonstrate a thorough grounding in the managerial theory and practice of recreation and sports organizations.
13. Obtain knowledge and skills needed to receive the New York State Coaching Certification.

Physical Education Studies Learning Outcomes

14. Understand and apply the principles of fitness in terms of cardiovascular endurance, proper weight control, and strength and flexibility through the design of individualized fitness programs.
15. Demonstrate proficiency in the development and implementation of a complete lesson plan.
16. Demonstrate a thorough grounding in the theory and application of several specific areas of the physical education discipline, including, but not limited to lifetime and team sports.

Program: AOS Plumbing and Refrigeration**Program Code: 1159****Next Program Review: 2017****Program Goals:**

Prepare our students with the skills, knowledge, and attitudes to

1. Successfully compete for jobs in the plumbing and refrigeration trades and
2. Be safe and productive workers once they enter the field

Program Student Learning Outcomes:

1. Understand and apply the International Plumbing Code and New York State Code.
2. Demonstrate basic knowledge of plumbing materials, tools, and equipment.
3. Display the ability to measure, cut, and join steel pipe, copper tubing, plastic and cast-iron soil pipe; demonstrate knowledge of fittings as well as basic fabrication of sheet-metal principles and layout techniques.
4. Exhibit basic drafting techniques as they relate to the plumbing, heating, and pipefitting field through the completion of various drawings, such as: piping isometrics, plumbing floor plans, and riser diagrams.
5. Install residential hydronic and steam heating systems, and indirect and direct domestic water heaters.
6. Design and install warm-air heating systems and the various types of hot-water heating systems for residential and light commercial buildings.
7. Design and install potable water, sanitary waste, and vent systems in residential and light commercial buildings.
8. Correctly and safely wire oil and gas boilers and warm-air heating systems.
9. Display an understanding of building energy requirements, and demonstrate the ability to perform residential heat-loss calculations.
10. Recognize and respond to emergencies by making appropriate decisions regarding first-aid care.
11. Understand and discuss fundamental refrigeration principles, including: trade tools, gas laws, pressure/temperature relationship, heat transfer, refrigerants, compression cycle, compressors, condensers, evaporators, metering devices, refrigeration oils, desiccants and driers, evacuation, and safe handling of refrigerants.
12. Demonstrate a hands-on knowledge of the refrigeration system, including skills in servicing, analyzing, problem solving, and pertinent safety practices.
13. Understand the basic electricity knowledge necessary to HVAC mechanics.
14. Demonstrate an understanding of the equipment and specific topics associated with commercial refrigeration systems.
15. Demonstrate knowledge of air-conditioning principles and air-conditioning systems, including: room air conditioners, air-conditioning systems, heat pumps, low-voltage thermostats, and hydronics.

16. Apply the knowledge necessary to accurately troubleshoot air-conditioning systems.
17. Demonstrate hands-on skills in the installation and servicing of a wide variety of air-conditioning and commercial refrigeration equipment and systems in a safe manner.

Assessment Timeline:

Create a timeline so that each program SLO is assessed at least once in a 3 year cycle. Each program SLO may be assessed in multiple courses.

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	1,2,3,4,7,11,12,13,14,15,17	PHPF 110, 120, 130, 140 RFAC 110, 120, 130	J. Burgess, C. Jones, P. Campbell, M. Noonan
Spring 2013	5,6,8,9,11,12,13,14,15,16,17	PHPF 150, 160, 170, 180, 190 RFAC 140, 150, 160, 170	J. Burgess, C. Jones, P. Campbell, M. Noonan
Fall 2013	1,2,3,4,7,11,12,13,14,15,17	PHPF 110, 120, 130, 140 RFAC 110, 120, 130	J. Burgess, C. Jones, P. Campbell, M. Noonan
Spring 2014	5,6,8,9,11,12,13,14,15,16,17	PHPF 150, 160, 170, 180, 190 RFAC 140, 150, 160, 170	J. Burgess, C. Jones, P. Campbell, M. Noonan
Fall 2014	1,2,3,4,7,11,12,13,14,15,17	PHPF 110, 120, 130, 140 RFAC 110, 120, 130	J. Burgess, C. Jones, P. Campbell, M. Noonan
Spring 2015	5,6,8,9,11,12,13,14,15,16,17	PHPF 150, 160, 170, 180, 190 RFAC 140, 150, 160, 170	J. Burgess, C. Jones, P. Campbell, M. Noonan

Program Review Timeline:

All assessed every year

Program: Turf Management A.A.S.

Program Code: 0613

Next Program Review: 2012-14

Program Goals:

I. Upon graduation, students will be prepared for a career as a(n):

- Athletic Field Facility Manager
- Sports Facility Manager
- Athletic Facility and Sports Field Construction Manager
- Turf Industry Sales/Technical Representative
- Residential/Commercial Lawn & Landscape Manager

II. Students will be prepared to transfer to higher degree programs

III. Students will be prepared to take the appropriate professional certifications, i.e. Certified Pesticide Application exam (NYS)

Program Student Learning Outcomes:

A graduate of the Turf Management A.A.S. program should be able to:

1. Demonstrate basic knowledge of botany.
2. Understand and apply basic principles and terminology used in the care, pruning, growth, propagation, growing media, soil amendments, and fertilization of plants.
3. Demonstrate proficiency in the proper identification, terminology, and use of: trees, shrubs, and groundcovers used in various Northeast landscapes.
4. Exhibit a working knowledge of basic surveying techniques, the proper use of transits and levels, and the necessary drafting and drawing skills to communicate the data collected.
5. Demonstrate knowledge of the diagnosis, repair, and operation of equipment used on home lawns and athletic fields.
6. Demonstrate a thorough understanding of soil: its genesis, composition, classification, physical and chemical characteristics; and how to test, correct, and implement proper soil management practices on home lawns and athletic fields.
7. Demonstrate knowledge of the construction principles and materials used for decks, fences, patios, walks, and retaining walls.
8. Display a thorough practical understanding of the daily operations of lawn and athletic field maintenance.
9. Properly identify, select, establish, and maintain major turf grasses used on home lawns and athletic fields.
10. Properly identify and manage turf pests found on home lawns and athletic fields.
11. Identify and control major weeds found on lawns, athletic fields, and in the surrounding landscape.

12. Understand basic concepts in plant pathology and entomology as they relate to turf grass and ornamental plants.
13. Describe, demonstrate, and apply the basic theories of Integrated Pest Management (IPM) practices used on lawns and athletic fields.
14. Properly identify, select, calibrate, and safely apply pesticides used on lawns and athletic fields.
15. Design, select, install, and maintain irrigation systems for lawns and athletic fields.
16. Demonstrate a thorough working knowledge of athletic field design, construction, budgeting, and management.
17. Properly select and maintain trees.
18. Demonstrate a thorough knowledge of personnel management, planning, and presentation techniques used on golf courses.
19. Recognize and respond to emergencies by making appropriate decisions regarding first-aid care.

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	SLO 1,2,3	#1 HORT 120, BIOL 210 #2 HORT 120, 130, 160, 165, 220, TURF 210, 240 #3 HORT 130, 165, 220	Appropriate Faculty
Spring 2013	SLO 4,5,6	#4 LDCT 110 LARC110 #5 HORT 150, TURF 181, 182,210 #6 HORT 160, 220, TURF 210, 240	Appropriate Faculty
Fall 2013	SLO 7,8,9,10,11,12	#7 LDCT 110 #8 TURF 100, 181, 182, 210, 240, PRKM 220 #9 TURF 210, 240 #10 TURF 210, 230, 240, HORT 205, 206, 212 #11 TURF 230 #12 HORT 205, 206, 212, 220, TURF 240	Appropriate Faculty
Spring 2014	SLO 13,14,15,16,17,18,19	#13 TURF 210, 230, 240, HORT 205, 206, 212, 220 #14 TURF 210, 240, HORT 205, 212, 220 #15 TURF 264 # 16 TURF 210, 240, PRKM 220 #17 HORT 120, 130, 165, 220 #18 PRKM 220 #19 PEDH 220	Appropriate Faculty

Program Review Timeline: DUE: 2013-14

Fall 2012

- Collect and analyze data
- Create Advisory Council Curriculum Outcome Assessment
- Analyze Advisory Council data

Spring 2013

- Create survey for graduates and transfers
- Survey transfers/graduates from program and analyze results

Fall 2013

- Download program review template from Assessment website
- Start writing
- Request program data from Institutional Research
- Begin to contact possible members of External Review Team

Spring 2014

- January – Submit Program Review to Assessment Committee for review
- February – Make changes/edits suggested by Assessment Committee
- March – Assemble External Review Team, organize team visit including tour, lunch, meetings with different groups
- April – External Review Team visits campus
- May/June – submit Program Review and External Team report to document repository

Fall 2014

- Make action plan to address External Team's recommendations

Program: Welding Technology**Program Code: 0666, 1643****Next Program Review: 2015****Program Goals:**

Students will understand the career opportunities available to welders and metal fabricators.

Qualify for entry level employment as welder, cutter, welding technician, etc. (A.O.S. degree option).

Transfer to a four-year college in a related subject area such as Welding Management, Industrial Technology, Welding Robotics, Welding Sculpture, etc. (A.A.S. Degree Option).

Program Student Learning Outcomes:

- Work with all types of welding equipment according to prescribed safety standards.
- Students will operate and troubleshoot different weld processes to produce a sound weld with success.
- Qualify for certification by the American Welding Society, New York State Department of Transportation, and ASME codes through knowledge of all-position welding of ferrous/nonferrous metals using all major processes.
- Understand the manufacturing processes for the production of steel, stainless steel and aluminum.
- Exhibit the basic understanding of metallurgy necessary to a successful welder.
- Read and correctly interpret both basic and advanced welding fabrication blueprints, including welding symbols, weld testing symbols, structural steel shapes and welding specifications.

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	#1,2	WELD 115, 125, 155, 165	Stein ,Mignier
Spring 2013	#4,5	WELD 130, 140, 145,1 91	Stein, Mignier
Fall 2013	#3,6	WELD 225, 235, 265, 275, 295	Stein, Mignier
Spring 2014	#7,8	WELD 170, 225, 235, 295	Stein, Mignier
Fall 2014	#10	PEDH 220	Stein, Mignier
Spring 2015	#9	WELD 191	Stein

Program Review Timeline:

Spring 2015- compile report and assemble external panel

Fall 2014-survey graduates and compile results

Fall 2012-2015- gathering program data

Fall2012-2015- assessment of SLO's

LIBERAL ARTS AND SCIENCES DIVISION

Program: Criminal Justice A.A.

Program Code: 77

Next Program Review: 2013-14

Program Goals:

The Criminal Justice program seeks to accomplish SUNY Delhi's institutional goals by:

1. Offering university parallel courses to meet the SUNY General Education requirements.
2. Maintaining high quality hands-on instruction.
3. Preparing graduates for transfer to four-year colleges and universities.
4. Advising students to excel and reach their potential.
5. Providing courses for students who are weak in basic academic skills.
6. Cultivating students' critical thinking skills.
7. Modeling lifelong learning through participation in professional activities and producing scholarly works.
8. Sponsoring activities outside the classroom to provide students the opportunity to engage ideas within the liberal arts and sciences.

Program Student Learning Outcomes:

Students who complete this program should be able to:

1. Discuss in detail the fundamental institutions of the U.S. criminal and civil justice system (e.g. basics of the law and legal procedure, law enforcement agencies, the courts, the penal system).
2. Understand, use, and critically evaluate social statistics relevant to criminal behavior and the criminal justice system.
3. Demonstrate proficiency with modern information and database technologies used in the legal and penal system.
4. Comprehend the methods used by various social sciences and related disciplines to understand criminal conduct.
5. Formulate policies to address criminal behavior through the various institutions of the legal, penal, and corrections systems.
6. Assess and critically evaluate the ethics and efficiency of various legal structures and public policies within the justice system.
7. Understand the importance of implementation and administration to policy success.
8. Demonstrate a solid foundation of liberal arts knowledge.

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	8	<i>Multiple LA courses</i>	Dean notifies appropriate faculty
Spring 2013	1,3	CJUS 100, GOVT 150	Dean notifies appropriate faculty
Fall 2013	2, 6, 4	MATH 115, SOCI 100, CJUS 100	Dean notifies appropriate faculty
Spring 2014	5, 7	PSYC 100, GOVT 200	Dean notifies appropriate faculty
Fall 2014	8	<i>Multiple LA courses</i>	Dean notifies appropriate faculty
Spring 2015	1, 3	CJUS 100, GOVT 150	Dean notifies appropriate faculty

Program Review Timeline:

- | | |
|-------------------------------|---------------|
| • Program Review Due | Spring 2014 |
| • Draft of Self-Study | February 2014 |
| • Select External Reviewers | February 2015 |
| • Review SLO assessment data | Fall 2013 |
| • Request reports from IR | Fall 2013 |
| • Assemble departmental teams | Summer 2013 |

Program: Environmental Studies A.S.

Program Code: 78

Next Program Review: 2014-2015

Program Goals:

1. Either be accepted into a 4 year program OR find employment upon graduation.
2. Be ready to help move society toward a sustainable future.

Program Student Learning Outcomes:

1. Explain current, complex environmental problems that face the region, nation, and world.
2. Explain the underpinnings of the economy, society, and environment in sustainable solutions to environmental problems.

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	1,2	BIOL 110	J. Tessier
Spring 2013	1,2	BIOL 110	J. Tessier
Fall 2013	1,2	BIOL 110	J. Tessier
Spring 2014	1,2	BIOL 110	J. Tessier
Fall 2014	1,2	BIOL 110	J. Tessier
Spring 2015	1,2	BIOL 110	J. Tessier

Program Review Timeline:

Spring 2015: Program Review

Fall 2014: Assemble review Team and finalize report.

Spring 2014: Gather IR data, finalize SLO data, survey graduates, and draft report.

Program: Liberal Arts and Sciences A.A./A.S.

Program Code: 93, 94, 95, 98

Next Program Review: 2015-16

Program Goals:

The Liberal Arts programs seek to accomplish SUNY Delhi's institutional goals by:

1. Offering university parallel courses to meet the SUNY General Education requirements.
2. Maintaining high quality hands-on instruction.
3. Preparing graduates for transfer to four-year colleges and universities.
4. Advising students to excel and reach their potential.
5. Providing courses for students who are weak in basic academic skills.
6. Cultivating students' critical thinking skills.
7. Modeling lifelong learning through participation in professional activities and producing scholarly works.
8. Sponsoring activities outside the classroom to provide students the opportunity to engage ideas within the liberal arts and sciences.

Program Student Learning Outcomes:

Students who complete these programs should be able to:

1. Express themselves effectively through written and oral communication.
2. Demonstrate a knowledge of and appreciation for literature.
3. Demonstrate an ability to manipulate college-level mathematical concepts.
4. Demonstrate a solid grounding in the science of their choosing.
5. Display a fundamental understanding of the behavioral sciences.
6. Display a fundamental understanding of the non-behavioral social sciences.
7. Demonstrate an understanding of an area of the humanities based upon the courses they elect.
8. Demonstrate a solid foundation of liberal arts knowledge based on the courses taken in this area.

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	3*, 8	Spanish I & II, French I	Dean
Spring 2013	2, 5, 6	Western Civilization, Other World Civilization courses, Introduction to Psychology	Dean
Fall 2013	7	Ethics, Philosophy, LITR courses	Dean
Spring 2014	3, 4	SCIE, BIOL, CHEM courses	Dean
Fall 2014	1	ENGL 100, 200, 250	Dean
Spring 2015	3, 6	US History I and II	Dean

*Mathematics is assessed every year in the spring on a rolling schedule.

Program Review Timeline:

- | | |
|-------------------------------|---------------------------|
| • Program Review Due | Spring 2016 |
| • Draft of Self-Study | December 2015 |
| • Select External Reviewers | September 2015 |
| • Review SLO assessment data | Spring 2015 (and ongoing) |
| • Request reports from IR | Fall 2014 |
| • Assemble departmental teams | Spring 2014 |

Program: Teacher Education Transfer – Adolescent Education
Program Code: 90AD
Next Program Review : 2013-2014

Program Goals:

1. Students will develop a strong, foundational knowledge of the content in which they plan to specialize.
2. Students will develop a basic knowledge in a variety of liberal arts subject areas.
3. Students will develop a basic understanding of the many facets of teaching including the history, sociology, philosophy and psychology of education, curriculum development, assessment strategies, and classroom management strategies.
4. Students will work with children and teachers in the community in ways that reflect the professional dispositions expected of professional educators. Students will begin to reflect and recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.
5. Upon graduation, students will be prepared for an education based career or for transfer to a four year teacher education program.

Program Student Learning Outcomes:

1. Students will demonstrate a basic knowledge in a variety of liberal arts subject areas.
2. Students will demonstrate effective communication skills (reading, writing, speaking and listening).
3. Students will demonstrate the ability to reflect on their observation experiences, applying them to what is learned in the class, and adjust their own dispositions accordingly.
4. Students will begin to develop an educational philosophy.
5. Students will demonstrate a basic understanding of the history, sociology and philosophy of education.
6. Students will interpret and apply current educational research.
7. Students will demonstrate an understanding of the physical and emotional growth of a child.

Program: Teacher Education Transfer – Early Childhood and Childhood Education
Program Code: 90EC, 90CH
Next Program Review : 2013-2014

Program Goals:

1. Students will develop a strong, foundational knowledge of the content in which they plan to specialize.
2. Students will develop a basic knowledge in a variety of liberal arts subject areas.
3. Students will develop a basic understanding of the many facets of teaching including the history, sociology, philosophy, and psychology of education, curriculum development, assessment strategies, and classroom management strategies.
4. Students will work with children and teachers in the community in ways that reflect the professional dispositions expected of professional educators. Students will begin to reflect and recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.
5. Upon graduation, students will be prepared for an education based career or for transfer to a four year teacher education program.

Program Student Learning Outcomes:

1. Students will demonstrate a basic knowledge in a variety of liberal arts subject areas.
2. Students will demonstrate effective communication skills (reading, writing, speaking and listening).
3. Students will demonstrate the ability to reflect on their observation experiences, applying them to what is learned in the class, and objectively examine teaching as a career.
4. Students will begin to develop an educational philosophy.
5. Students will demonstrate a basic understanding of the history, sociology and philosophy of education.
6. Students will interpret and apply current educational research.
7. Students will demonstrate an understanding of the physical and emotional growth of a child.
8. Students will demonstrate an in-depth knowledge of elementary school mathematics by providing multiple explanations and instructional strategies.

Assessment Timeline:

SLO 1, 2, and 7 will be assessed through the general education assessment plan.

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2011	SLO 8	MATH 105	Monica Liddle
Spring 2012	SLO 8	MATH 106	Monica Liddle
Fall 2012	SLO 3 (Reflective thinking) SLO 4 (Educational Philosophy) SLO 5 (Basics of Education) SLO 6 (Research)	EDUC 101 EDUC 100 EDUC 100 EDUC 100	Monica Liddle/ Abby Brannen-Wilson
Spring 2013			
Fall 2013	SLO 8	MATH 105	Monica Liddle
Spring 2014	SLO 8	MATH 106	Monica Liddle
Fall 2014	SLO 3 (Reflective thinking) SLO 4 (Educational Philosophy) SLO 5 (Basics of Education) SLO 6 (Research)	EDUC 101 EDUC 100 EDUC 100 EDUC 100	Monica Liddle/ Abby Brannen-Wilson
Spring 2015			

Program Review Timeline:**Fall 2012**

- Collect and analyze data from EDUC 100/101

Spring 2013

- Create survey for graduates and transfers
- Survey transfers/graduates from program and analyze results

Fall 2013

- Download program review template from Assessment website
- Start writing
- Request program data from Institutional Research
- Begin to contact possible members of External Review Team

Spring 2014

- January – Submit Program Review to Assessment Committee for review
- February – Make changes/edits suggested by Assessment Committee
- March – Assemble External Review Team, organize team visit including tour, lunch, meetings with different groups
- April – External Review Team visits campus

- May/June – submit Program Review and External Team report to document repository

Fall 2014

- Make action plan to address External Team's recommendations

Program: Veterinary Science Technology
Program Code: 14
Next Program Review: 2016

Program Goals:

Completion of the veterinary science technology program will produce license eligible veterinary technicians.

Program Student Learning Outcomes:

A graduate of the Veterinary Science Technology A.A.S. program should be able to do the following:

1. Successfully complete the Veterinary Technician National Exam.
2. Demonstrate skills and knowledge of domestic animals, including: normal values for temperature, pulse, and respiration; conduct a thorough and accurate physical examination, including the proper use of the stethoscope; restrain animals for physical examination and veterinary techniques.
3. Perform animal nursing and critical care for all common domestic animals, including: restraint, administering medications, diagnostic sampling for laboratory evaluation, maintaining fluid therapy, applying and removing bandages and splints, and applying established emergency protocols.
4. Assist with animal surgery, including: knowledge of routine procedures and operating-room equipment; prepare the patient, veterinary personnel, and equipment for sterile surgical procedures; function effectively as a surgical assistant to the veterinary surgeon during surgical procedures.
5. Induce, stabilize, monitor, and maintain anesthesia under supervision of the veterinarian; recognize and report anesthetic emergencies; apply resuscitation techniques and CPR.
6. Assist with diagnostic imaging, including: radiography and ultrasound; expose, develop, and evaluate radiographs to provide diagnostic images for veterinary interpretation and diagnosis; and properly clean and maintain diagnostic imaging equipment.
7. Perform common laboratory procedures, including: hematological examinations, blood chemistries, urinalysis, parasitic examinations, cytological procedures, microbiological procedures, and necropsy.
8. Provide competent assistance with office procedures: telephone contacts, making appointments, admitting and discharging patients, maintaining medical and financial records, and establishing and maintaining a clean and orderly veterinary facility.
9. Communicate with the public, clients, and colleagues through both verbal and written communication skills, including effective listening.
10. Design and deliver grief-management assistance to clients and colleagues.
11. Demonstrate knowledge of the common medicines used in veterinary medicine, including: types and groups of drugs; labeling and packaging of dispensed drugs; using weights and

measures correctly; calculating dosages; safely storing, handling, and disposing of controlled substances, biologics, therapeutic agents, and hazardous wastes.

12. Differentiate between normal and abnormal patient responses to medication.
13. Understand basic knowledge of animal health, common diseases, and disease processes for all common domestic animals.
14. Demonstrate skills and knowledge associated with the use of common laboratory animals, including basic principles of animal research; local, state, and federal animal-welfare regulations.
15. Demonstrate skills and knowledge associated with cleaning, sanitizing, and sterilizing equipment and facilities, including knowledge of products, equipment, procedures, and techniques routinely used in reducing, eliminating, or preventing contamination of the animal-care institutions.

Students will have demonstrated proficiency in all Essential Skills set forth by the American Veterinary Medical Association.

Assessment Timeline:

Create a timeline so that each program SLO is assessed at least once in a 3 year cycle. Each program SLO may be assessed in multiple courses.

Waiting for responses from the veterinary employers surveyed.

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012			
Spring 2013			
Fall 2013			
Spring 2014			
Fall 2014			
Spring 2015			

Program Review Timeline:

- Assessment of the top ten SLOs will be assessed on an annual basis.
- Survey of graduates and employers will occur every other year.
- VTNE scores are received and reviewed three times per year.
- AVMA reports are produced every other year.
- Advisory council reviews the program twice annually.
- AVMA re-accreditation occurs every 5 years.

SCHOOL OF NURSING

Program: Nursing: Bachelor of Science in Nursing

Program Code: 2021

Next Program Review:

- NLNAC systematic program evaluation January 2014
- Next accreditation site visit 2015

Program Goals:

To develop professional nursing leaders who will integrate healthcare expertise with civic responsibility; and to enable graduates to contribute significantly toward the employment demands in the healthcare community and in nursing education.

Program Student Learning Outcomes:

1. Synthesize knowledge from the biological, social sciences, and behavioral sciences, as well as humanities and nursing to provide culturally competent care to individuals, families, and communities.
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.
3. Collaborate with community-based partners to promote health in diverse client populations.
4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.
5. Utilizes data, evidence, technology, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured settings.
8. Be guided by theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.

Assessment Timeline:

Each program SLO is assessed annually. Next assessment is January 2014

Program Review Timeline:

Program review annually in January. NLNAC standards are addressed along with course SLOs.

NLNAC standards: http://www.nlnac.org/manuals/SC2008_BACCALAUREATE.htm.

Program: Nursing: Associate in Applied Science Degree

Program Code: 0622

Next Program Review:

- NLNAC systematic program evaluation June 2013
- Next accreditation site visit 2018

Program Goals:

The SUNY Delhi Associate Degree Nursing Program is to provide quality nursing education that prepares students as registered nurses with civic responsibility, who will contribute toward employment demands in the healthcare community.

Program Student Learning Outcomes:

1. Human flourishing: Advocate for patients and families that promote their self-determination, integrity, and ongoing growth as human beings.
2. Nursing judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.
3. Professional identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.
4. Spirit of inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer insights to improve the quality of care for patients, families, and communities.

Assessment Timeline:

Each program SLO is assessed annually. Next assessment is June 2013

Program Review Timeline:

Program review annually in June. NLNAC standards are addressed along with course SLOs.

NLNAC standards: http://www.nlnac.org/manuals/SC2008_ASSOCIATE.htm

BUSINESS AND HOSPITALITY DIVISION

Programs: Business

Program Code: 21, 22, 23, 26, 2A, 20D, 20G, 20M, 9BC

Next Program Review: 2016-2017

Program Goals:

- Basic understanding of business and the business world
- More in-depth understanding of the concentration of their particular field
- Have the basic courses for transfer to another institution for completion of a four-year degree
- Have the basic skills for entry level positions in the business

Program Student Learning Outcomes:

See curriculum map at <http://www.delhi.edu/academics/assessment/forms.php> for listing of program student learning outcomes.

Assessment Timeline:

See curriculum map at <http://www.delhi.edu/academics/assessment/forms.php>

Program Review Timeline:

Will create program review timeline following External Review Report to be received in Fall 2012.

Associate of Applied Science Degrees – Hospitality Management Department

Program: Hospitality Management
Program Code: 41, 42, 45, 46
Next Program Review: 2012-2013

Program Goals:

1. Discuss the scope of the hospitality industry and available career paths.
2. Display adherence to professional standards of the industry including attire, conduct, communication, administrative preparedness and work habits.
3. Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.
4. Exhibit knowledge of traditional management theory, leadership and management roles, organizational structure and change, service, quality, decision-making, empowerment, and ethics.
5. Display a thorough understanding of the area of industry concentration through a successful completion of a required summer work experience.
6. Demonstrate knowledge of basic sanitation principles, ways to apply them in practical situations, and methods of training and motivating employees to follow good sanitation practices.
7. Understand how fundamental information, approaches, functions, and forms of human resource management are applied to the hospitality industry.

Program Student Learning Outcomes:

In addition to numbers 1-7 listed under Hospitality Management, a graduate of the **Culinary Arts A.A.S.** program should be able to:

1. Understand and apply the vocabulary and practical skills required of the culinary professional, including cooking principles, food science, sanitation, and safe use and care of equipment.
2. Understand and apply the techniques, measurements, ingredients, mathematical calculations, and chemistry that are the foundation of successful professional baking.
3. Prepare and present cold food with an emphasis on the standards, principles, methods, and techniques required to produce quality, wholesome garde manger and charcuterie products.
4. Demonstrate a realistic understanding of how to operate a restaurant through hands-on experience in all aspects of running a restaurant operation.
5. Demonstrate knowledge of the basic principles of nutrition, including familiarity with carbohydrates, fats, proteins, vitamins, minerals, and water.

6. Discuss the theories and philosophy of nutritional microbiology, with emphasis on the significance of microorganisms to food preparation and spoilage, methods of microbial control, and food-transmitted diseases.
7. Display familiarity with food and beverage cost control systems, including accounting systems applied to sales, food, beverage, and labor cost controls.

In addition to numbers 1-7 listed under Hospitality Management, a graduate of the **Hotel and Resort Management A.A.S.** program should be able to:

1. Apply a comprehensive understanding of basic food cookery and baking, industry terminology, product identification, and the use and care of foodservice equipment.
2. Exhibit knowledge of food purchasing, receiving, and issuing; the elements of proper table service and wine service; and front-of-the-house management controls.
3. Plan, organize, and manage a catering function, including food preparation and service.
4. Demonstrate understanding of successful hotel front office operations and management.
5. Exhibit a thorough understanding of the key role that housekeeping plays in the operation of a successful hotel.
6. Understand and apply basic marketing and sales principles to the hospitality industry.
7. Prepare financial statements and maintain accounting records.

In addition to numbers 1-7 listed under Hospitality Management , a graduate of the **Restaurant and Foodservice Management A.A.S.** program should be able to:

1. Apply a comprehensive understanding of basic food cookery and baking, industry terminology, product identification, and the use and care of foodservice equipment.
2. Exhibit knowledge of food purchasing, receiving, and issuing; the elements of proper table service and wine service; and front-of-the-house management controls.
3. Understand and apply knowledge of commercial kitchen layout and equipment including equipment selection, sequence of work, and commercial flow.
4. Demonstrate a realistic understanding of how to operate a restaurant, including the ability to cook food to order, service, purchasing food products, and managerial skills.
5. Understand and apply basic marketing and sales principles to the hospitality industry.
6. Apply the principles of accounting to sales, food, beverage, and labor costs, including preparation of financial statements.

In addition to numbers 1-7 listed under Hospitality Management , a graduate of the **Travel and Tourism Management A.A.S.** program should be able to:

1. Display knowledge of the geographic, economic, and cultural factors of tourism and how they influence the hospitality, leisure, travel, and recreational industries.

2. Generate the components of both domestic and international travel itineraries using a computerized travel information system, including reservation procedures, ticketing, and documentation for domestic airlines, hotels and resorts, rental cars, tour companies, and cruise programs.
3. Design and develop tour and travel packages, from simple hotel/resort short-stay packages to the complex tour operation all-inclusive travel package.
4. Work with foodservice concerns as they relate to travel and tourism, including familiarity with basic food preparation, menu planning, service, and industry terminology.
5. Understand and apply basic marketing and sales principles to the hospitality industry.
6. Prepare financial statements and maintain accounting records.
7. Display a fundamental understanding of computers and computer information systems and be familiar with common computer applications such as word processing, spreadsheets, database management, and graphics.
8. Demonstrate familiarity with the law and legal systems in the United States, particularly the Law of Contracts and the Law of Agency.

Assessment Timeline:

Semester	Program SLO(s) to be assessed	Courses in which SLO is assessed	People Responsible
Fall 2012	General – 1; C1; H1; R1; T1, 2	Please see attached listings	Also on attached
Spring 2013	General – 2; C2; H2, 3; R2; T3		
Fall 2013	General – 3; C3; H 4; R3; T4		
Spring 2014	General – 4, 5; C4; H5; R4; T5, 6		
Fall 2014	General – 6; C5,6; H6; R5; T7		
Spring 2015	General 7; C7; H7; R6; T 8		

C = Culinary

H = Hotel

R = Restaurant

T = Travel

Program Review Timeline:

Fall 2012: Collect assessment of student learning data, download program review outline from Assessment website.

Spring 2013: Write program review and submit to Assessment Committee, contact potential members of External Review Team.

Appendix 5

Assessment Reporting Form

Add New Annual Assessment Reporting Form

Save

Save & Close

Cancel

Title:

Start:

7/1/2012



Choose Fiscal Year Dates

End:

6/30/2013



Progress:

Program: Business

Responsible Roles:

 Manage  Delete Selected

Role	Permission
No Roles Selected	

Program Code:

 Program SLO

Edit

 Ties to Strategic Plan

Edit

 Assessment Results

Edit

 Response

Edit

 Action Plan

Edit

 Time Frame

Edit

 Person Responsible

Edit

 Resources Requested

Edit

 Expected outcomes

Edit

Appendix 6

Assessment Results Form

+ Add New Assessment Results

[Save](#)[Save & Close](#)[Cancel](#)

Learning Outcome
Number:

Title:

Description

[Edit](#)

Start: 7/1/2012

[Choose Fiscal Year Dates](#)

End: 6/30/2013



Progress:

Providing Department: Business

Responsible Roles:

[Manage](#) [Delete Selected](#)

Role	Permission
------	------------

No Roles Selected

Course Number/Section:

Instructor:

Semester:

Data Source(s)

[Edit](#)

Sources can be added to this field after this new assessment results has been saved.

Assessment Measure

[Edit](#)

Performance Criteria

[Edit](#)

Sources can be added to this field after this new assessment results has been saved.

Number of Students
Assessed:

Results: % Exceeding the
Standard:

Results: % Meeting the
Standard:

Results: % Approaching
the Standard:

Results: % Not Meeting
the Standard:

Proposed Action(s)

Edit



Resources Requested

Edit



Appendix 7

Resnick Learning Center Draft Assessment Plan

Resnick Learning Center

DRAFT Assessment Plan

Fall 2012

Program Goals:

1. Resnick Learning Center will provide academic services and resources to assist students in achieving academic success in the classroom which leads to degree attainment or transfer.
2. Resnick Learning Center academic support services will assist students in developing life-long learning skills
3. Resnick Learning Center will guide each student towards becoming an independent learner

RLC Departments	Student Learning Outcomes	Link to Goal	Assessment measure	when assessed
Academic Advisement	The student will understand and complete degree requirements	1	Student will use the "degree works" software system to track progress towards degree completion	Every two years
	The student will understand and follow college policies and procedures related to the academic advisement program	2, 3	Independently the student will register for semester classes; complete petition for graduation	Annually
	The student will develop a positive working relationship with their academic advisor	1,2,3	Student will meet twice a semester with academic advisor; Student and faculty academic advisement survey evaluation results	Annually
Access and Equity	The student will Identify specific disability and functional limitations	2,3	Instructor's comments	Every 3 years
	The student will demonstrate the ability to determine and state accommodation needs	2,3	Interviews; observations; and case notes	Every 2 years
	The student will demonstrate use of assistive technology to be successful in the classroom	1	Graduation rates/final grades	Annually

Career and Transfer	The student will create an entry level cover letter and resume	2	Completion of cover letter and resume	Every 3 years
	The student will demonstrate the ability to match identified interests with career possibilities	2	Career cruising usage; class presentation numbers; and appointment numbers with career services office	Annually
	The student will develop the professional skills needed to interview effectively	2	Scores on mock interviews	Every 3 years
Early Warning System	The student will follow through on early warning notice recommendations	1,2,3	# of responses to Early Warning notices sent	each semester
	The student will read and adhere to the Early Warning System notice recommendations	1,3	Final report showing final grade or "W" in course that had EW notices	each semester
Educational Opportunity Program(EOP)	The student will Independently seek out campus resources that contribute to their successful matriculation at the College	1,2,3	Attendance records at bi-weekly meetings; collect data from quizzes on EOP syllabus weekly topics; and EOP student satisfaction survey results	Annually
	The student will demonstrate increased proficiency in the area of reading	1,2	Pre and post testing results using the Nelson Denny test	Annually
	The student will demonstrate increased proficiency in the area of mathematics	1,2	Final grade report of students in College Algebra 4th hour course	Each semester
	The student will strengthen study skill strategies	1,2	Academic coaching student evaluation	Annually
International/ELL	The student will accurately complete mandatory documentation to maintain full time international student status	2,3	International advisor review of completed documents	Annually

Math Center	The student will demonstrate competency in spoken English language	1,2	Pre and post weekly conversation evaluation	Annually
	The student will demonstrate assimilation into campus life and community	2	Observation; student evaluation; and feedback from faculty and students	Annually
	The student will develop math skills to succeed and pass math course that they are enrolled in	1	Review end of semester grade report booklet	Each semester
	The student will receive competent assistance in the math center	1	Review peer tutor background/results of initial math hiring test;first visit survey question/other visit survey question/end of semester survey	Each semester
Tutoring	Student will utilize peer tutoring services to facilitate independent and lifelong learning	1,2,3	Exit interviews through evaluation forms/surveys to collect data on the achievement of the anticipated outcomes and satisfaction with tutorial services	Every 2 years
	Students will achieve an increased understanding of the course materials through tutoring sessions	1	Measurement of classwork, homework and other assessment tool s during the progression of the semester	Every 3 years
	Student will earn passing grades in their final grade assessments at the end of the semester	1	evaluation of campus data available through Banner for final grades	
Undeclared Students	The student will identify academic major interested in pursuing	1	Review report to determine if student successfully moved into identified major/program area; transferred to another college with major/program interest	Each semester
Writing Center	The student will write college level essay and research paper independently	1,2,3	Request student grades on identified papers; feedback on individual assignments; and semester satisfaction survey	Annually
	The student will increase writing center usage, both walk in and appointment service	1,3	Review tracking system "SLAXLCA"	Each semester

Appendix 8

Faculty Annual Report/Performance Program



FORM REVISED SEPTEMBER 2011

FACULTY ANNUAL REPORT/PERFORMANCE PROGRAM
(for period June 1, ____ to May 31, ____)

Faculty Member: _____

Department/Division: _____

Current Academic Rank: _____

Date of First Appointment: _____

Current Date: _____

I. ANNUAL REPORT - List below, in outline or narrative form, all achievements and related factors accomplished during the past 12 months that you wish to have considered in your evaluation.

A. **Mastery of Subject Matter – as demonstrated by such things as advanced degrees, licenses, honors, awards and reputation in the subject matter field.**

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

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

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

- E. **Continuing Growth** – *as demonstrated by such things as efforts to better measure student learning outcomes through assessment and related activities, reading, research, or other activities to keep abreast of current developments in the academic employee's fields and being able to handle successfully increased responsibility.*

- II. **PERFORMANCE PROGRAM** - List below, in outline or narrative form, goals that you expect to accomplish in the next 12 to 24 months. Please include any activities that may address the goals of the college's Strategic Plan.

III. SIGNATURES - I have reviewed the Annual Report and concur with the Performance Program.

Signed _____ Date _____

Faculty Member

Signed _____ Date _____

Department Chairperson

Signed _____ Date _____

Division Dean

Signed _____ Date _____

Provost

Appendix 9

Professional Employee's Evaluation Report



PROFESSIONAL EMPLOYEE'S EVALUATION REPORT

(for period _____)

Name: _____ SL: _____

Title: _____ College/Calendar Year: _____

Department/Division: _____

A. Elements of performance program and other assignments emphasized during the period under evaluation:

B. Narrative Evaluation

The objectives of the performance program are to be reviewed. Comments should include, but not be restricted to, the criteria (from the Policies of the Board of Trustees) listed below. Areas deserving special acknowledgement or in need of improvement should be noted.

1. Effectiveness in Performance – ***as demonstrated, for example, by success in carrying out assigned duties and responsibilities, efficiency, productivity, and relationship with colleagues.***
2. Mastery of Specialization – ***as demonstrated, for example, by degrees, licenses, honors, awards, and reputation in professional field.***

3. Professional Ability – ***as demonstrated, for example, by invention or innovation in professional, scientific, administrative, or technical areas; i.e., development or refinement of programs, methods, procedures, or apparatus.***
4. Effectiveness in University Service – ***as demonstrated, for example, by such things as college and University public service, committee work, and involvement in college or University related student or community activities.***
5. Continuing Growth - ***as demonstrated, for example, by continuing education, participation in professional organizations, enrollment in training programs, research, improved job performance and increased duties and responsibilities.***

C. Specific comments addressing these criteria:

1. Effectiveness in Performance:
2. Mastery of Specialization:
3. Effectiveness in University Service
4. Professional Ability:
5. Continuing Growth

In summary, the employee's performance was:

_____ Satisfactory

_____ Unsatisfactory

D. I have reviewed my performance program and this document with my supervisor. My signature signifies that I have been advised of my performance and does not imply that I agree or disagree with this evaluation.

_____ New Performance Program Attached

Signature of Employee

Date

Signature of Department Chair

Date

Signature of Division Dean

Date

Signature of Provost

Date