**PROVOST'S ANNUAL REPORT 2013-2014**
**ON ASSESSMENT ACTIVITIES**
**NOVEMBER 2014**

Each year I provide the campus with an update and reflection on our academic assessment activities. Each year the report seems longer and more detailed. Thanks to your work, the College continues to make tangible strides in cultivating, embedding and achieving a robust culture of assessment; one in which data are increasingly used to improve teaching and learning, recognition is awarded for excellence in assessment, and myriad adjustments in curriculum and retention efforts are in place. As I've often noted, assessment at Delhi is ever expanding and ever improving. Thanks to your work, and the work of our Assessment Committee, this report is our most thorough. Many of the entries that follow resulted from our efforts to keep our accrediting agencies advised of our progress.

There are some recurring themes. We are moving across divisions to find better ways to help our students succeed in mathematics. Faculty members are also working across disciplines to improve writing skills and information management. These efforts are much needed and very welcome. We are also working to help students through some key gateway classes. Again, this is taking place across a number of programs. Our licensure/external exam results continue to be strong. Please read the report that follows. You'll be impressed.

**The Assessment Committee**

Over the past eighteen months, the College and the Assessment Committee have further embedded an academic and institutional structure that lends itself to a comprehensive system of assessment with significant resources and staff devoted to the goal of improving teaching and learning.

The Assessment Committee established a streamlined assessment reporting process. Outcomes assessment data are entered in *Compliance Assist* by individual faculty members. At Assessment Days, summary data are distributed to faculty who meet within their program areas to discuss results and identify closing the loop activities. In May, each program area completes an annual assessment report that evaluates results, and includes action items that assign responsibility for implementation and includes budgetary requests. In the fall, teams from the Assessment Committee will evaluate the reports through the use of a standard rubric. The team will then meet with the program area to offer suggestions for improvement and to gather examples of best practices. At subsequent Assessment Days, faculty members will be asked to report the results of the action plan and address the recommendations made by the Assessment Committee.

In 2014, campus-wide student learning outcomes, tied to the mission of the College, were drafted by the Assessment Committee, vetted across campus, and formally adopted. In 2014-15, the Committee, and the Office of Institutional Research, will survey recent Delhi graduates to determine how well the College has addressed the following areas:

1. **Communication:** Graduates will communicate effectively and professionally using verbal, reading comprehension, and writing skills.
2. **Critical Thinking:** Graduates will solve problems by analyzing, interpreting, and evaluating information and ideas.
3. **Quantitative Reasoning:** Graduates will apply mathematical techniques to interpret and utilize information represented as data, graphs, tables, and schematics.

4. **Civic Engagement:** Through interaction with diverse populations, graduates will contribute to society in an ethical, professional, and constructive manner.
5. **Technology:** Graduates will effectively utilize existing and emerging technologies.
6. **Sustainability:** Graduates will be exposed to the relationships between environmental and economic trends and the impact on their cultures and communities.

This is the first time that the College has established institution-wide outcomes and solicited systematic alumni feedback regarding specific learning outcomes. After alumni perceptions are assessed using the six month graduate survey, the Assessment Committee will focus its attention on improving results for the student learning outcome which exhibits the least satisfactory results.

In May 2014, the College awarded the first Faculty Assessment Award to recognize leadership and achievement in assessment. Please consider nominating one of your colleagues for this award in 2015. The recipient will be selected by the Assessment Committee and recognized on Employee Appreciation Day.

The Assessment Committee established a comprehensive agenda for 2014-15 that includes:
- o Providing feedback on annual assessment reports and gathering suggestions on improvement of assessment process for all programs;
- o Re-evaluating forms used in assessment reporting to improve ease of use;
- o Proposing an implementation plan for a five-year graduate survey that includes standardized questions;
- o Creating an Assessment Day for student support services areas that includes standardized reporting and workshops;
- o Developing an assessment tool to assess the basic computer skills aspect of the Information Management general education student learning outcome.

**Institutional Research**

The newly formed Institutional Research Office has played a pivotal role in supporting assessment efforts. The work completed by the IR Office was instrumental in generating and analyzing data that have led to curricular, advisement, and recruitment modifications. Markedly improved program review data are now being used. In 2014-15, the implementation of a data warehouse is the key task before the IR Office. This effort will involve the more systematic collection and storage of fixed data files. This will include program level and demographic data regarding retention, graduation, and academic performance and will enhance the establishment of baselines for continuous quality improvement. The office is also coordinating a much more comprehensive survey of Delhi graduates at both the college-wide and program specific levels.

**Closing the Assessment Loop**

Nearly all program and service areas have made significant, effective and ongoing use of assessment results to improve teaching and learning or to make programmatic/curricular changes based on evidence for assessment and evaluations. A very detailed chart summarizing complete assessment results from the 2013-14 academic year, along with action plans, is included on the Assessment webpage at http://www.delhi.edu/academics/assessment/pdfs/Ann_Assess_Reports_2013_14.pdF. In addition, a number of other institutional initiatives to improve teaching, learning and student performance are underway. Some of the most important closing the loop actions include the following:

**Student Success Work Group**

The efforts of the Student Success Work Group are yielding positive results. In fall 2011, one goal of the Student Success Work Group was to investigate solutions to the high rates of failure and attrition in some gateway courses. In doing so, the group analyzed the pass rates of typical first-year courses and instituted a Peer Supplemental Instructor (PSI) program in the fall of 2012 for some courses with low success rates. PSIs attend the particular course and work in conjunction with the instructor to provide additional tutoring and advisement.

Initial results showed that many students were not utilizing the PSI, and initiatives were put in place to remedy this. Data on grade distributions for those students utilizing the PSI (compared to those who did not) were collected, and, along with feedback from the PSIs, were used by the Student Success Work Group to improve the program.  As the program improved, additional courses were added, including Hospitality Menu Planning, Human Anatomy & Physiology, and Introduction to Chemistry. The PSI program has been more successful in some courses than in others. The table below shows the grade distribution in fall 2011 prior to the implementation of the PSI program compared to that in fall 2013 after the PSI program had been in place for three semesters for these courses.

| | Grade Distribution – Fall 2011 | | Grade Distribution – Fall 2013 | |
|---|---|---|---|---|
| Course | % A, B, C | % D, F, W | % A, B, C | % D, F, W |
| BIOL 130 | 41.9% | 58.1% | 62.2% | 37.8% |
| BUSI 100 | 51.8% | 48.2% | 66.3% | 33.7% |
| HOSP 130 | 58.1% | 41.9% | 74.4% | 25.6% |

HOSP 130 (Menu Planning)

- 22% (11 out of 50) of the students enrolled in the course utilized the PSI at least once during the semester; however 14 additional students from the Food and Beverage Cost Controls class also utilized the PSI
- Of those students utilizing the PSI, 64% passed a post assessment with a grade of 70% or better compared to 59% for those not utilizing the PSI
- Of the 25 students utilizing the PSI in either Menu Planning or Cost Controls, 23 (92%) passed the course with a D or better.

BUSI 100 (Intro to Business)

- 12.8% (11 out of 86) of the students enrolled in the course utilized the PSI at least once during the semester
- Four students in particular utilized the PSI – meeting between 4 and 13 times over the course of the semester.  Their final grades were D, C+, C, B-
- A total of 39 visits totaling 45.8 hours.

BIOL 130 (General Biology)

- 20.1% (34 out of 169) of the students enrolled in the course utilized the PSI at least once during the semester
- % of D's for those using PSI – 23.5%: % of D's for those NOT using PSI – 22.2%

- % of F's for those using PSI – 0%: % of F's for those NOT using PSI – 14.8%
- A total of 62 visits totaling 57.5 hours

BIOL 220/225 (A&P I and II)

- A total of 61 visits totaling 86 hours
- 14 students enrolled in the courses utilized the PSI at least once during the semester.  All of these students earned a D- or better in the course, with 12 of them earning a C or better.

**Freshman Retention**
Retention Rates for first-time/full-time students- The rates of fall to fall retention, a significant indicator of student success, seem to remain fairly high.

|  | Fall 2011 Begin Count | Return Same Major | Return Any Major | Fall 2012 Begin Count | Return Same Major | Return Any Major | Fall 2013 Begin Count | Return Same Major | Return Any Major |
|---|---|---|---|---|---|---|---|---|---|
| OVERALL | 822 | 53% | 64% | 857 | 50% | 61% | 852 | 52% | 66% |
| Associate Degrees | 740 | 52% | 64% | 758 | 49% | 60% | 751 | 52% | 65% |
| Baccalaureate Degrees | 82 | 61% | 70% | 99 | 61% | 69% | 101 | 58% | 71% |

A detailed, multi-year review of program level retention is summarized in the following table.

## Program Level Retention

| MAJOR | DEGREE TYPE | FALL 2010 BEGIN COUNT | RETURN SAME MAJOR | RETURN ANY MAJOR | FALL 2011 BEGIN COUNT | RETURN SAME MAJOR | RETURN ANY MAJOR | FALL 2012 BEGIN COUNT | RETURN SAME MAJOR | RETURN ANY MAJOR | FALL 2013 BEGIN COUNT | RETURN SAME MAJOR | RETURN ANY MAJOR | 4-YEAR AVERAGE (RETURN ANY MAJOR) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nursing | AAS | 29 | 55% | 76% | 22 | 55% | 68% | 26 | 23% | 35% | 23 | 43% | 56% | **59%** |
| Criminal Justice Studies | AA | 38 | 45% | 58% | 32 | 50% | 53% | 36 | 56% | 61% | 54 | 67% | 71% | **62%** |
| Culinary Arts | AAS | 54 | 52% | 63% | 68 | 43% | 51% | 77 | 53% | 56% | 73 | 51% | 66% | **59%** |
| Culinary Arts | BBA | 12 | 67% | 83% | 11 | 64% | 73% | 14 | 71% | 86% | 13 | 46% | 77% | **80%** |
| Hotel and Resort Mgmt | AAS | 18 | 44% | 50% | 22 | 64% | 64% | 13 | 54% | 62% | 14 | 79% | 86% | **64%** |
| Hotel and Resort Mgmt | BBA | 9 | 89% | 100% | 7 | 71% | 71% | 11 | 55% | 64% | 5 | 40% | 60% | **75%** |
| Restaurant and Food Service | AAS | 11 | 36% | 36% | 11 | 64% | 64% | 12 | 42% | 42% | 3 | 33% | 33% | **46%** |
| Travel and Tourism Mgmt | AAS | 14 | 79% | 86% | 6 | 100% | 100% | 3 | 67% | 67% | 3 | 100% | 100% | **89%** |
| Travel and Tourism | BBA | 3 | 100% | 100% | 2 | 100% | 100% | 6 | 100% | 100% | 3 | 67% | 100% | **100%** |
| General Studies | AA | 102 | 35% | 54% | 122 | 35% | 57% | 104 | 33% | 62% | 100 | 38% | 63% | **59%** |
| General Studies | AS | 29 | 38% | 62% | 26 | 38% | 50% | 31 | 35% | 48% | 25 | 44% | 60% | **55%** |
| Veterinary Science Tech | AAS | 73 | 67% | 73% | 70 | 73% | 77% | 66 | 76% | 79% | 61 | 46% | 57% | **72%** |
| Business and Tech Mgmt | BBA | 1 | 0% | 0% | 6 | 50% | 67% | 9 | 44% | 44% | 14 | 43% | 57% | **53%** |
| Business Administration | AAS | 38 | 47% | 55% | 32 | 47% | 56% | 29 | 38% | 41% | 22 | 68% | 68% | **54%** |
| Auto Mechanics I and II | AOS | 19 | 47% | 47% | 19 | 74% | 74% | 16 | 63% | 63% | 26 | 81% | 85% | **69%** |
| Construction Technology | AAS | 23 | 52% | 57% | 6 | 83% | 83% | 11 | 36% | 36% | 20 | 35% | 45% | **52%** |
| Construction Mgmt: D&B | BT | 0 | -- | -- | 17 | 41% | 47% | 15 | 60% | 67% | 14 | 71% | 71% | **61%** |

| MAJOR | DEGREE TYPE | FALL 2010 BEGIN COUNT | RETURN SAME MAJOR | RETURN ANY MAJOR | FALL 2011 BEGIN COUNT | RETURN SAME MAJOR | RETURN ANY MAJOR | FALL 2012 BEGIN COUNT | RETURN SAME MAJOR | RETURN ANY MAJOR | FALL 2013 BEGIN COUNT | RETURN SAME MAJOR | RETURN ANY MAJOR | 4-YEAR AVERAGE (RETURN ANY MAJOR) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Architectural Tech | AAS | 37 | 54% | 68% | 31 | 55% | 74% | 28 | 39% | 43% | 15 | 53% | 60% | **62%** |
| Architectural D&B | BT | 0 | -- | -- | 13 | 62% | 69% | 27 | 56% | 63% | 29 | 55% | 65% | **65%** |
| Elec Const & Contr | AAS | 22 | 18% | 59% | 13 | 62% | 77% | 16 | 75% | 88% | 21 | 38% | 67% | **71%** |
| Elect Const & Elect Ctls | AOS | 35 | 43% | 69% | 29 | 34% | 76% | 10 | 30% | 60% | 16 | 25% | 63% | **69%** |
| Plumbing and Refrig | AOS | 0 | -- | -- | 7 | 86% | 86% | 11 | 55% | 82% | 10 | 90% | 90% | **86%** |
| Undeclared | | 73 | 1% | 52% | 58 | 0% | 52% | 63 | 0% | 65% | 67 | 0% | 60% | **57%** |
| Architectural Tech | AAS | 37 | 54% | 68% | 31 | 55% | 74% | 28 | 39% | 43% | 15 | 53% | 60% | **62%** |
| Architectural D&B | BT | 0 | -- | -- | 13 | 62% | 69% | 27 | 56% | 63% | 29 | 55% | 65% | **65%** |
| Elec Const & Contr | AAS | 22 | 18% | 59% | 13 | 62% | 77% | 16 | 75% | 88% | 21 | 38% | 67% | **71%** |
| Elect Const & Elect Ctls | AOS | 35 | 43% | 69% | 29 | 34% | 76% | 10 | 30% | 60% | 16 | 25% | 63% | **69%** |
| Plumbing and Refrig | AOS | 0 | -- | -- | 7 | 86% | 86% | 11 | 55% | 82% | 10 | 90% | 90% | **86%** |
| Undeclared | | 73 | 1% | 52% | 58 | 0% | 52% | 63 | 0% | 65% | 67 | 0% | 60% | **57%** |

**BSN**

| First enrolled | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | AVG |
|---|---|---|---|---|---|---|
| Enrolled next fall | 63% | 67% | 68% | 57% | 66% | 64% |

**Writing Across the Curriculum**

Delhi's Writing Across the Curriculum (WAC) project is now in its third year. In spring 2014, written work from 14 courses including over 400 students in fields such as Biology, History, Business, Veterinary Science Technology, English, Literature, and Culinary Arts were reviewed and scored via a rubric to assess thesis, citations, professionalism and information literacy. In order to assess information literacy for general education purposes, this component was included in the Writing Across the Curriculum assessment rubric beginning in fall 2013. Faculty participating in the WAC project meet annually to discuss results and make improvements. The bar graph below exhibits the share of students who met or exceeded the WAC Committee's standards in each of the four areas.
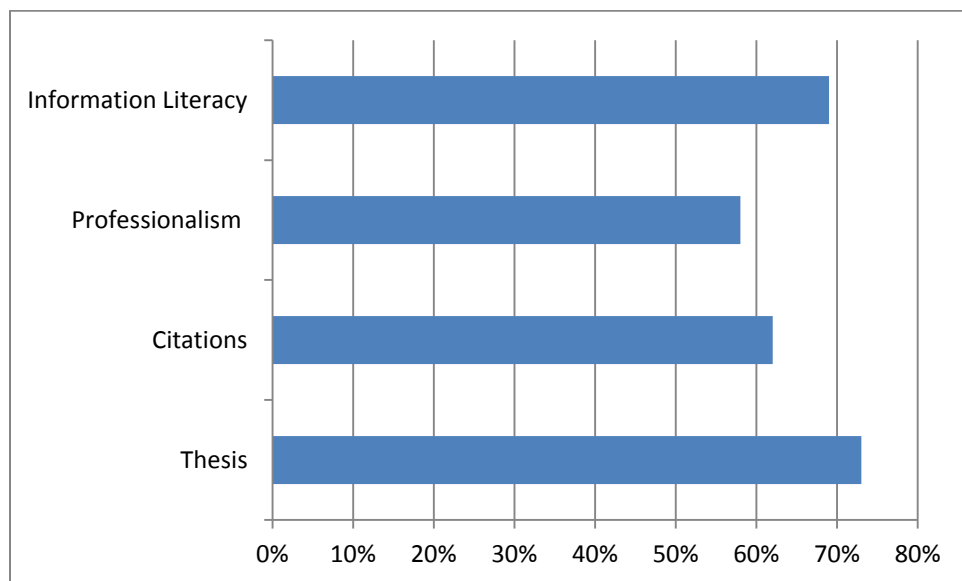


**Information Management**

According to the SUNY Delhi General Education Plan, the Information Management competency, including both computer proficiency and information literacy, is demonstrated in specific courses.  In some programs, students demonstrate computer proficiency via successful completion of at least one course at the level of Microcomputer Applications (CITA 110) or above.  Microcomputer Applications requires hands-on experience in the use of common types of application software, including word processing, spreadsheets, presentations, database management and graphics.  However, in re-evaluating curricular maps and credit limits, several program areas chose to eliminate this course from their curriculum resulting in a void in the systematic assessment of this competency.

During the spring 2014 semester, the Assessment Committee addressed this issue.  First, a survey of all faculty was administered to determine what skills constituted basic computer proficiency.  A goal for the 2014-15 academic year is to use these results to develop an assessment tool for this competency.  Ideas include an online competency exam, several one credit courses in which students can master basic computer skills, or non-credit workshops. A work group from the Assessment Committee is evaluating options and plans to have an assessment tool in place by fall 2015.

**Undeclared Students**

In fall 2014, the College is taking steps to deliver centralized advisement and counseling to its nearly 100 Undeclared students (i.e., those who are admitted without selecting a major). Data reveal that the retention rates and academic success of these students remain relatively low. Those who are retained are unlikely to seek admission to one of the College's more select degree options. The College's Resnick Learning Center is creating a coherent program of engagement for this group of students that will begin with financial aid counseling at the point of admission and continue to intensively work with students to deliver recurring academic support and continuous advisement that are likely to deliver improved outcomes.

**Student Evaluation of Instruction**

Over the past twelve months, the student evaluation of instruction process has been standardized and streamlined.  To evaluate instruction, students now complete a set of standard questions which may be supplemented with additional questions at the discretion of the instructor.  Following the completion of final grades, results are tallied by IR personnel and submitted to the Office of Human Resources and the Division Office.  In spring 2014, the Business and Hospitality departments piloted an online process to further simplify the procedure.

**Mathematics Placement**

After a review of assessment results and increasing concern regarding the performance of students across campus in both general and program specific mathematics courses, the College began a pilot project to administer a mathematics placement test.  Mathematics faculty developed the test and in fall 2014 administered it to approximately 200 students. Individual instructors reviewed the results to promote proper placement.  With the assistance of the IR Office, item analysis will be conducted to determine the validity of the instrument, and at the end of the semester, course grades and assessment results will be compared to placement to determine the usefulness of the instrument.

**Automotive Technology**

The Automotive Technology program completed its first full cycle of assessment using the Automotive Service Excellence National Student Certification exam as its main assessment tool. Results showed that 73% of students either met or exceeded all standards, which is 13% above the national mean based on the latest ASE *Student Certification Interpretation Guide*, a statistical analysis of all students who took the exams nationwide.

Prior assessment results indicated that many students were experiencing difficulty in interpreting and using manufacturers' published diagnostic procedures. Adjustments to instruction were made and included dedicated class time focused on the effective use of diagnostic manuals. Results improved markedly as 85% of students now meet or exceed standards. The remaining 15% approach the standards established by ASE.

**Construction Management**

The program is expected to launch a new residential construction option after feedback from industry partners and the program's advisory council. The program received a multi-year grant from the National Association of Home Builders to implement this option.  Several changes including class delivery format, course offerings, and elective options were made based on student evaluations and American Council on Construction Education accreditation standards.  In addition, assessment of student learning led to the

development of a course concentrating on sustainable building design. The program curriculum was also revised to place added emphasis on basic unit conversions and the use of civil 3D software.

In the 2014-15 academic year, the program will be working on the ACCE reaccreditation. The program agreed to adopt program learning outcomes recently adopted by ACCE and plans to align their program to these new standards.

**Mathematics/Physics**

Poor results in General Physics led to the examination of grades in previous mathematics courses. Assessment of basic algebraic manipulation and spatial reasoning revealed very poor results. Given that the General Physics course is primarily comprised of Architecture students, an Applied Mathematics course was created and piloted beginning in fall 2014 for a group of approximately 28 students. The course includes algebra, geometry and trigonometry with a focus on their applications rather than the theoretical mathematics that is taught in standard courses like College Algebra, Trigonometry, or Pre-Calculus. Students will complete this course prior to General Physics, and this pilot group will be tracked and analyzed.

**Business**

Based on both direct evidence of student learning and indirect evidence on the number of students from the program academically dismissed and on probation, the Business Department revamped its freshman orientation and academic probation programs. The faculty implemented a change to the Business freshman orientation class which included making smaller class sections with more contact with a single professor. The department's probation program requires students to engage more frequently with advisors and seems to have contributed to a reduction in the number of students facing academic probation, and improved academic performance.

**Accounting**

Two faculty members were dissatisfied with both student performance and the adopted text. They chose to draft their own course text and found, through comparative pre- and post- testing, that students' performance improved while saving students nearly $300 in textbook costs.

**Mechatronics Design**

Student performance on the 2012 American Drafting Design Association exam revealed some shortcomings in the geometry area where only about 60% of students met the national standard. As a result, a significant change was made to the Descriptive Geometry course by adopting a new textbook that makes much greater use of word problems and practical applications. However, results on the ADDA exam the following year remained unchanged. Faculty members continue to address the issue. Additionally, the change in curriculum from Computer Aided Drafting and Design to Mechatronics Design warranted the use of a new nationally normed exam offered by the Society of Manufacturing Engineers to assess student skills.

**Nursing**

The program received a Robert Wood Johnson Foundation grant to monitor the success of students in the dual (associate to baccalaureate) degree program. The associate degree program made changes in faculty credentials to fully satisfy external accreditation requirements. The program has appointed a faculty member as assessment coordinator. The reaccreditation visit for the nationally noted Bachelor of Science

program is scheduled for February 2015. Program reviews addressing Accreditation Commission for Education in Nursing standards and criteria at both the associate and bachelor levels were completed in June 2014. The NCLEX examinations are developed and administered by the National Council of State Boards of Nursing, Inc. (NCSBN) and are required for graduates to pass in order to receive their license as either a practical or registered nurse. These examinations are computerized adaptive tests designed to evaluate student's competency in knowledge, skills and practices necessary for that of an entry-level nurse. Nursing students who graduated in May and took the exam for the first time received a pass rate of 86.96 percent, compared to the 3rd quarter national pass rate of 82.86 percent and the New York State pass rate of 77.63 percent. Those who graduated from SUNY Delhi's dual degree program received a 100 percent pass rate.

**Veterinary Science Technology**

The most recent National Board Exam results show an 86% pass rate for SUNY Delhi students versus a 73% pass rate nationally.  These results followed various efforts to improve student performance.  The department piloted a "mock exam" course to assist students in preparation for the national exam.  The Research Animal Technology course was revamped.  Interestingly, the lowest category score was in the dentistry area. The faculty had already recognized this as a weakness, and a newly approved dentistry lab course is expected to help boost these scores.  Additionally, the faculty has drafted a set of technical standards for the program by which every student is assessed.

**Hospitality/Culinary Arts**

Following assessment results revealing poor mathematics skills, the program is using funds from a Perkins grant to more fully embed math skills within its curriculum.  A new position has been created to support this effort, and a person with experience in both mathematics and culinary arts has been hired.  In particular, faculty have revamped a hospitality cost controls course to provide a greater emphasis on mathematics, and one instructor is providing a model and guidance for four different instructors across four sections to provide consistency across sections.  Results will be reviewed at the conclusion of the academic year, but initial results show improvements in student learning. In order to streamline the assessment process, particularly in laboratory settings, the department invested money in several ipads that will be used to enter assessment results electronically.

**General Education Results**

Below are the results of our General Education assessment in 2013-2014.  Gen Ed is a critical piece of any assessment effort as it helps capture the performance of our students in academic areas that are central to nearly every degree program and to receiving a comprehensive education.

**GE Assessment Summary – Mathematics GE 1**

Assessment was conducted in three courses, MATH 115 (Statistics), MATH 128 (College Algebra), and MATH 138 (Trigonometry).

**Consolidated Results**

| Learning Outcome | Number Assessed | % Exceeding | % Meeting | % Approaching | % Not Meeting | % Exceeding or Meeting |
|---|---|---|---|---|---|---|
| Learning Outcome 1: Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics. | 252 | 51% | 16% | 22% | 10% | 67% |
| Learning Outcome 2: Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically, and verbally. | 287 | 20% | 26% | 25% | 28% | 46% |
| Learning Outcome 3: Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems. | 180 | 37% | 33% | 12% | 17% | 70% |
| Learning Outcome 4: Students will demonstrate the ability to estimate and check mathematical results for reasonableness. | 289 | 34% | 16% | 19% | 32% | 50% |
| Learning Outcome 5: Students will demonstrate the ability to recognize the limits of mathematical and statistical methods. | 273 | 43% | 32% | 16% | 7% | 75% |

**Conclusions:** In all courses, learning outcomes #2 and #4 yielded unsatisfactory results. Individual course and assessment modifications were suggested for each course.

For College Algebra (MATH 128), for SLO #2, faculty concluded that the problem used for assessment was appropriate. Since historically students struggle with applications of functions, faculty will continue to reinforce these concepts. For SLO #4, after some discussion, the math faculty have decided that the question was not adequately assessing the objective. If students could not complete the computational portion of the problem correctly, it was difficult to determine the reasonableness of the answer. Modifications to the assessment measure will be made in the fall 2014 semester.

For Trigonometry (MATH 138), faculty concluded that students struggle with multiple-step solving processes, weak algebraic skills impede students' ability to execute calculations, students have trouble extracting information from diagrams, and students lack understanding and experience in spatial reasoning. To address these issues, more examples and problems will be given.

In addition, the math faculty piloted a mathematics placement test in the fall 2014 semester. Results will be assessed to determine the accuracy of the tool in terms of placement and the validity of the test questions themselves.

**GE Assessment Summary – Humanities GE 7**

**Consolidated results**

| Learning Outcome | Number Assessed | % Exceeding | % Meeting | % Approaching | % Not Meeting | % Exceeding or Meeting |
|---|---|---|---|---|---|---|
| Learning Outcome 1: Students will show proficiency with the specialized vocabulary of the field (measures the <u>conventions</u> of one area of the humanities). | 201 | 38% | 34% | 18% | 10% | 72% |
| Learning Outcome 2:  Students will develop an interpretation and/or argument in response to a text or texts (measures the <u>conventions and methods</u> of one area of the humanities). | 206 | 23% | 37% | 24% | 16% | 60% |
| Learning Outcome 3: Students will demonstrate their understanding of the significance of relevant historical contexts to a text or texts (measures the conventions of one area of the humanities). | 201 | 25% | 39% | 24% | 12% | 64% |

**Conclusions:** Different professors had different proposed actions depending upon their course and their particular assessment.  The following list includes proposed actions that multiple professors indicated they would make:

- Using multiple measures instead of relying on one single exam or activity (SLO 1)
- Refining the assessment tool, clarifying the instructions (SLOs 2 and 3)
- Providing models of assignments (SLOs 2 and 3)
- Assign and discuss non-fiction/historical primary documents in addition to literature (SLO 2)

As a department, the Humanities faculty decided the following change is appropriate:

- Given the extremely poor performance in two out of three SLOs in the B session course, along with repeated negative experiences in these courses during B session, faculty decided to no longer offer courses in the humanities general education area during the 7 week B session.  This decision does **not** apply to session J and K courses offered online for the BSN program, which have been successful.

**Other General Education Assessments**

The Information Management and Basic Communication SLO (objective 6 –develop proficiency in oral discourse and objective 7- evaluate an oral presentation according to established criteria) skill areas were also on the schedule to be assessed in the 2013-14 academic year.  In the past, Information Management was assessed within the CITA 110 course.  However, the information management SLO is comprised of two

parts: (1) the understanding and use of basic research techniques and (2) basic computer proficiency.  The Writing Across the Curriculum group is addressing the assessment of research techniques.  As previously noted, in the spring 2013 semester, the Assessment Committee surveyed faculty and staff to determine what skills constituted computer proficiency and plans to use the results from the survey to develop an appropriate assessment tool. Objectives 6 and 7 of the Basic Communication SLO include proficiency in oral discourse.  The process in place for assessing this outcome is very cumbersome, and with the lack of full time faculty in this field, difficult to do.  The process needs to be evaluated and amended for ease of use, without compromising integrity.

**Probation/Dismissal**

The following table displays the share of **all** students subject to dismissal or probation.  This seems to remains fairly stable.

| | Total enrollment | Original # Total AD | % total enroll AD | Total Appeals Submitted | % of AD who appeal | Total Appeals Accepted | % Accepted | Original # Total Probation | % of total enroll on Probation |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| Spring 2014 | 2998 | 127 | 4.24% | 49 | 38.58% | 24 | 48.98% | 188 | 6.27% |
| | | | | | | | | | |
| Fall 2013 | 3231 | 167 | 5.17% | 98 | 58.68% | 31 | 31.63% | 326 | 10.09% |
| | | | | | | | | | |
| Spring 2013 | 2849 | 116 | 4.07% | 50 | 43.10% | 24 | 48.00% | 184 | 6.46% |
| | | | | | | | | | |
| Fall 2012 | 3089 | 237 | 7.67% | 126 | 53.16% | 38 | 30.16% | 309 | 10.00% |
| | | | | | | | | | |
| Spring 2012 | 2841 | 129 | 4.54% | 53 | 41.09% | 26 | 49.06% | 199 | 7.00% |
| | | | | | | | | | |
| Fall 2011 | 3037 | 212 | 6.98% | 130 | 61.32% | 42 | 32.31% | 345 | 11.36% |
| | | | | | | | | | |
| Spring 2011 | 2741 | 129 | 4.71% | 42 | 32.56% | 23 | 54.76% | 222 | 8.10% |
| | | | | | | | | | |
| Fall 2010 | 2960 | 183 | 6.18% | 94 | 51.37% | 30 | 31.91% | 333 | 11.25% |
| | | | | | | | | | |
| Spring 2010 | 2565 | 126 | 4.91% | 42 | 33.33% | 20 | 47.60% | 215 | 8.38% |
| | | | | | | | | | |
| Fall 2009 | 2842 | 168 | 5.91% | 78 | 46.43% | 26 | 33.33% | 297 | 10.45% |
| | | | | | | | | | |

The share of students dismissed in spring 2013 reached a six year low of 4.07% and increased slightly in spring 2014. The fall 2013 number showed some improvement as slightly over 5% of students were dismissed. The fall probation ration remained stable at about 10%. These data, of course, mask the impact of academic (bachelor vs. associate) and class (freshman through senior) levels.  However, it's worth noting that the share of freshmen with GPAs of less than 1.0 fell significantly.

The following table shows the percentage of **first time/full time freshmen** from each department who were either academically dismissed or on academic probation following their first semester at SUNY Delhi.

| FT/FT Freshmen Dismissals and Probation | | | | | |
|---|---|---|---|---|---|
| | F09 | F10 | F11 | F12 | F13 |
| Applied Science & Rec | 28% | 36% | 35% | 31% | 29% |
| Veterinary Science | 34% | 45% | 36% | 35% | 30% |
| Golf Course | 29% | 35% | 28% | 0% | 33% |
| Business | 43% | 54% | 55% | 45% | 33% |
| Hospitality | 33% | 34% | 51% | 46% | 43% |
| Applied Tech | 24% | 36% | 28% | 22% | 30% |
| Technology | 43% | 41% | 49% | 46% | 39% |
| Liberal Arts & Sciences | 30% | 35% | 43% | 44% | 34% |
| Nursing | 22% | 15% | 17% | 42% | 39% |
| **Total** | **31%** | **38%** | **42%** | **39%** | **35%** |

Each fall, an analysis of the number of freshmen academically dismissed or on probation is conducted, and results are compared across semesters.  In fall 2011, a particularly large share of Liberal Arts, Hospitality and Business students faced academic problems.  Changes were made to orientation and Freshman Seminar courses in each of these areas – especially in Business where the class size of orientation courses was reduced from 100 students to approximately 25.  A concerted campaign was conducted to stress to advisors and instructors the importance of the use of the academic warning system which has been shown to be an effective intervention strategy. Ten week courses beginning in October were introduced to provide an option for freshmen no longer interested in the program in which they were enrolled.  By fall 2013, the percentage of freshmen academically dismissed or on probation had significantly decreased.

The following table shows the number and percentage of **first time/full time freshmen** who earned a GPA less than 1.0.  All were academically dismissed, but some appealed and were reinstated. There does seem to be a trend toward improvement.

| | **Fall 2011** | **Fall 2012** | **Fall 2013** |
|---|---|---|---|
| **Number of FT/FT with GPA less than 1.0 (includes AD and AP)** | | | |
| All Freshmen | 142 (16%) | 147 (16%) | 104 (11.5%) |
| Liberal Arts & Sciences Freshmen | 35 (12.5%) | 46 (15.9%) | 27 (9.7%) |
| Veterinary Science Freshmen | 9 (13.4%) | 7 (10.6%) | 3 (4.7%) |

**Math Center**

As always, the Math Center completed a very thorough assessment. In fall 2013, 263 students logged 1,235 visits to the Math Center lasting 1,305.5 hours.

College Algebra, again, was the course with the most students (93), the most visits (436), and the most hours logged (nearly 434). The 62 students from non-math courses made about 12% of visits and logged 14% of the hours. Twenty-one students sought help in two courses. One student made 22 visits and logged over 27 hours preparing for GMAT.

Of the 259 final grades received in courses for which students sought help at the Math Center, 87 (33.6%) received grades of B or better and 172 (66.4%) received a grade of C or better. The Math Center exceeded the goal that 60% of students using the center receive a final grade of C or better.

The table below shows the percentage of final grades that were a C or better for all Delhi students completing the course and for Math Center students.  The courses for which the Math Center's percentage exceeded that of the College were College Algebra (MATH 128), Pre-Calculus (MATH 150), and Calculus I (MATH 210).

| Course | Delhi C or better | Math Center C or better | Number of Math Center students |
|--------|-------------------|-------------------------|--------------------------------|
| MATH102 | 65.5% | 40.0% | 5 |
| MATH105 | 85.7% | 50.0% | 2 |
| MATH110 | 71.1% | 56.0% | 27 |
| MATH115 | 67.5% | 63.0% | 54 |
| MATH128 | 61.6% | 64.0% | 93 |
| MATH138 | 49.2% | 40.9% | 24 |
| MATH150 | 87.2% | 87.5% | 11 |
| MATH210 | 41.7% | 80.0% | 5 |
| All Math | 64.9% | 60.8% | 221 |

Eighty-three of the 263 (31.6%) students using the Math Center completed a short questionnaire after their first visit. All but one reported they were happy with the visit.

**Freshman Seminar/Freshman Performance**

As usual, John Sandman has provided a detailed summary of the results of our fall Freshman Seminar program.  Since Freshman Seminar is a required course for freshmen in Liberal Arts and Sciences and Veterinary Science, we no longer have a control group for data comparison purposes.  However, the data below show the consistent performance of incoming freshmen in those program areas.

| Total Number of Freshmen | Fall 2011 | Fall 2012 | Fall 2013 |
|---|---|---|---|
| All Freshmen | 873 | 909 | 902 |
| Liberal Arts & Sciences Freshmen | 280 | 290 | 277 |
| Veterinary Science Freshmen | 67 | 66 | 64 |
| **High School Average** | | | |
| All Freshmen | 81.99 | 81.69 | 80.92 |
| Liberal Arts & Sciences Freshmen | 81.82 | 80.64 | 79.35 |
| Veterinary Science Freshmen | 87.83 | 87.54 | 85.81 |
| **Grade Point Average** | | | |
| All Freshmen | 2.12 | 2.13 | 2.31 |
| All Liberal Arts & Sciences Freshmen | 2.14 | 2.11 | 2.28 |
| All Veterinary Science Freshmen | 2.29 | 2.3 | 2.34 |
| **Credits Earned** | | | |
| All Freshmen | 12.51 | 12.43 | 13.2 |
| All Liberal Arts & Sciences Freshmen | 12.11 | 12.25 | 12.7 |
| All Veterinary Science Freshmen | 12.79 | 12.73 | 12.69 |
| | | | |
| **Total Number Taking UNIV 100** | | | |
| Liberal Arts & Sciences Freshmen | 225 | 258 | 238 |
| Veterinary Science Freshmen | 48 | 53 | 45 |
| **High School Average of Students Taking UNIV 100** | | | |
| Liberal Arts & Sciences Freshmen | 81.93 | 80.51 | 79.42 |
| Veterinary Science Freshmen | 88.23 | 87.68 | 85.2 |
| **Grade Point Average of Students Taking UNIV 100** | | | |
| Liberal Arts & Sciences Freshmen | 2.14 | 2.11 | 2.26 |
| Veterinary Science Freshmen | 2.48 | 2.36 | 2.3 |
| **Credits Earned for Students Taking UNIV 100** | | | |
| Liberal Arts & Sciences Freshmen | 12.23 | 12.27 | 12.87 |
| Veterinary Science Freshmen | 13.56 | 13.28 | 12.69 |

**Academic Warning**

Jeff Stedman annually provides substantial data about our academic warning efforts. A significant number of faculty members use the AWs and these seem to have a positive impact at least in terms of guiding students to avoid course failure. My office also sends letters to the parents/homes of students who hit the trifecta, i.e., those who've received three of more AWs in a single semester.

Listed below are the faculty concerns identified for the academic warnings:

|  | Fall 2013 | Spring 2014 |
|---|---|---|
| Non attendance | 78 | 42 |
| Poor attendance | 740 | 505 |
| Insufficient preparation | 385 | 312 |
| Failure to turn in assignments | 1 | 1 |
| Assignments Incomplete | 203 | 178 |
| Low test/quiz scores | 988 | 754 |
| Disruptive classroom behavior | 57 | 62 |
| Tardiness | 121 | 88 |
| Academic integrity violation | 75 | 76 |

Overall of Passing/Withdrawal/Failing:

|  | Fall 2013 | Spring 2014 |
|---|---|---|
| Students who received an A.W. and passed | 50% (706) | 58% (730) |
|  |  |  |
| Students who received an A.W and withdrew from either the course or college | 22% (314) | 18% (222) |
|  |  |  |
| Students who received an A.W. and failed | 26% (372) | 23% (294 |
|  |  |  |
| Other, incomplete, no show, upgraded, wrong class | 2% (32) | 1% (15) |

**Resnick Library**

In light of the recommendations from the 2011 triennial report and accompanying external review, the Library Assessment Team (LAT) has decided to move to a five-year cycle for comprehensive reporting. To keep up with rapidly changing user needs and shorter-term assessment efforts, the LAT will begin producing annual reports on the results of action items completed in that year. This report presents the results of completed action items for the previous three years since the decision to move to the five-year cycle was just recently made. A true annual report will be prepared at the end of the 2014-2015 academic year, and the next comprehensive report will be prepared after the 2015-2016 academic year.

Below is a brief summary of the results of completed assessment initiatives from 2011 to 2014.

**\* Action Item: Conduct mini-surveys to improve services and use positive feedback for marketing.**

Two mini-surveys were conducted in spring 2013 on study spaces and customer service at the front desk. Overall, students are fairly satisfied with both areas ("happy" was by far the most common word used on the study space survey), though some improvements could be made to student training and signage for noise levels.

**\* Action Item: Assess virtual reference offerings to support decisions about these services.**

Implementation of LibraryH3lp widgets for local chat reference support has improved students' usage of this service. A survey was conducted to investigate students' preferences in terms of local and 24/7 chat services, but the results were inconclusive as the survey did not effectively reach the online students most likely to use these services.

**\* Action Item: Coordinate and formalize librarians' liaison communications with faculty.**

Faculty now receive standard communications from liaison librarians at the beginning of each semester to remind them of existing services and share relevant library news. A faculty satisfaction survey was administered in Spring 2013 and the results were further investigated with a focus group in January 2014.

**\* Action Item: Explore qualitative data collection methodologies.**

South Central Regional Library Council assisted the LAT by administering a focus group session for faculty, following the results of the satisfaction survey. Complete findings of this session are appended to this report, but one key result was that faculty feel that library instruction, individual research assistance, and electronic resources should be topmost priorities for allocation of resources.

**\* Action Item: Eliminate subscriptions to little-used print periodicals.**

Sixty-six print periodical subscriptions were cancelled. The annual savings of $8170 was used to support the ever-increasing cost of electronic resources (both new and existing subscriptions).

**\* Action Item: Identify causes of unfilled ILL requests.**

The majority of article requests going unfilled were due to poor quality coverage data provided for open access journals. Steps were taken to correct this coverage data and implement strategies for locating articles if request information is flawed or incomplete. The results of a trial of Get it Now, an article purchase-on-demand service are also discussed in this section.

**\* Action Item: Determine important data points and collect interlibrary loan and circulation data at the end of each semester to allow for easier analysis**

Collection of circulation and interlibrary loan data has been performed more regularly since the previous assessment report. While this has proven helpful in some ways, certain problems still exist and further discussion is needed about what kind of ongoing data collection will be most useful.

**\* Action Item: Work toward curriculum-wide assessment of information literacy.**

Librarians added a criterion to the Writing Across the Curriculum rubric to assess appropriateness of sources used in students' writing. Faculty participating in WAC assessment have successfully used this new rubric criterion, but more participation is needed from disciplines outside the Liberal Arts & Sciences division, and from faculty who bring their students for library instruction.

**\* Action Item: Create a shared repository for instruction evaluation data.**

This effort was attempted but hampered by changes to librarians' evaluations, especially during 2012-2013 when computer classroom availability necessitated a shift to paper evaluation forms. A shared Google spreadsheet has been created to share results as soon as librarians confirm what common questions will be asked on all evaluations and make a plan for compiling and analyzing this shared data

**Program Reviews**

Program reviews were completed in the Golf and Plant Science areas, the Carpentry programs, Electrical program, Liberal Arts/Teacher Education and the Associate degree Nursing,   In all cases, the self-studies were robust and contained meaningful data and insights into how the programs could be improved.

One of the outcomes of the 203-14 cycle of program reviews was to reduce the number of required credits in program that exceed the SUNY-wide mandate that degree programs not require in excess of  either 64 (associate level) and 124 (bachelor level) credits. This is something that must be done across program areas that exceed the cap.
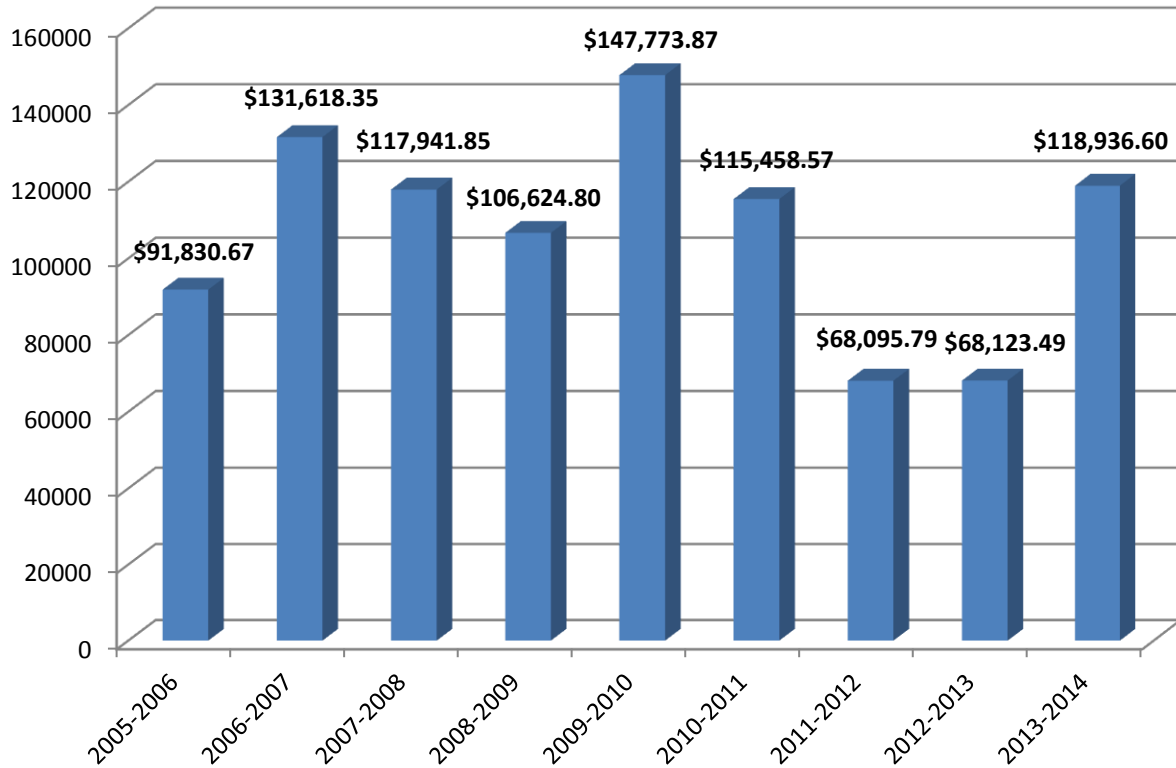
**Career & Business Development**

The Career and Business Development office continues to provide financial support of campus-wide programs and activities, including:

- Student scholarships
- Faculty and staff professional development
- Association fees and memberships
- Equipment and supply purchases
- Guest speakers

Career & Business Development is a self-funded unit. The revenue generated to support SUNY Delhi is realized mostly through the delivery of workforce development programs, local and statewide training programs and the coordination of events for local businesses and organizations. Following is a table reporting on the recent activities of the office.

## Career & Business Development Revenue

| Year | Revenue |
|------|---------|
| 2005-2006 | $91,830.67 |
| 2006-2007 | $131,618.35 |
| 2007-2008 | $117,941.85 |
| 2008-2009 | $106,624.80 |
| 2009-2010 | $147,773.87 |
| 2010-2011 | $115,458.57 |
| 2011-2012 | $68,095.79 |
| 2012-2013 | $68,123.49 |
| 2013-2014 | $118,936.60 |

**Conclusion**

This is the most complete assessment report in the College's history. Delhi has made great strides in assessing both academic performance and institutional effectiveness. As you can see, many areas are focused on obtaining data or measuring results **and** on taking steps to improve learning and teaching. There is still work to be done. In some programs, assessments are much more complete than in others. We still have some area in which we are counting inputs or people served, but not gauging actual outcomes or results. Overall, however, we have made remarkable progress. The move toward college-wide outcomes is a big one, and one that may—along with service and experiential learning help distinguish us. Thanks to all of you who've done the good work needed to conduct assessment and use the results to improve the institution.