

**Assessment of Student Learning
Annual Report**

2016-17

Prepared by the SUNY Delhi Assessment Committee

SCHOOL OF APPLIED TECHNOLOGIES

Architectural

Technology

This year, faculty assessed SLO 4 (Students will exhibit technical knowledge of the physical properties, design considerations, integration, and interrelationships of mechanical, electrical, HVAC, and structural building systems found in typical buildings.) Two courses were selected to assess the SLO, one for the A.A.S. degree, and one for the B.T. degree. In AECT 280 - Mechanical, Electrical and Plumbing Systems (AAS-level course) - 59% of the 17 architecture students either met or exceeded the standards. In AECT 480 - Reinforced Concrete Design (BT-level course) - 88% of the 24 architecture students either met or exceeded the standards.

In AECT 280, assessment results did not meet the benchmark. Student performance on test scores were much lower than those on homework and lab assignments. This is typical in many of the technical courses – students in this program aspire more toward the hands-on activities than the theory.

One area of concern for AECT 280, and all of the technical courses, is the poor math skills of the students. This phenomenon is also not new, however, in 2016 the college has established an "Applied Math Task Force" to address the situation. The Task Force, in support of the College administration, is embarking on implementing math assessment testing using "Accuplacer" testing software. The hope is that through this assessment, students can be better placed into the appropriate-level math course. Furthermore, the necessary applied math content will be implemented into relevant freshman-level courses across campus, in our case the suitable course will be AECT 100 - Orientation.

In the AECT 480 - Reinforced Concrete Design course, the 88% of students meeting or exceeding the standard is statistically very good. Similar to the AECT 280 course, the "weak link" in this course is the test scores, likely due to the weak math skills of some of the students.

In addition to the AECT 280 and AECT 480 courses, there are several other required courses in the AAS and BT Architecture curricula that incorporate the SLO 4 requirement, in particular:

- AECT 150 - Statics & Strength of Materials (AAS requirement)
- AECT 360 - Structural Theory (BT requirement)
- AECT 450 - Building Science (BT requirement)
- AECT 460 - Structural Steel Design (BT requirement)

A new degree program is currently being developed - the Bachelor of Architecture (B.ARCH.) degree. This is a specialized 5-year professional architecture degree that will be accredited from the National Architectural Accreditation Board (NAAB). This degree is a first requirement for licensure as an architect across the United States in fulfillment of each state's licensure requirements dictated by the National Council of Architectural Registration Boards (NCARB). Essentially, the B.ARCH degree would involve adding one more year to the existing BT degree, with some minor revisions. In this degree, three elective courses will be added at the 5th year, at least one of which will be SLO 4. The development of the new degree should take 2-3 years.

The development of the B.ARCH program would require an additional architectural studio, at least two additional full-time tenure-track architecture faculty members, dedicated architectural library space, and a permanent display area. The benefits of the addition of this program outweigh the costs. Currently, there are approximately 100 NAAB accredited B.ARCH programs across the United States and NONE in the SUNY system. It is anticipated

that the degree would GREATLY improve applications, selectivity and overall quality of the existing AAS and BT programs as well as the new B.ARCH.

AUTOMOTIVE TECHNOLOGY

Faculty in the automotive technology department assessed nine program learning outcomes this academic year: PLO 2 – Brakes (85% met or exceeded), PLO 3 –Suspensions (89% met or exceeded), PLO 4 – Electrical (70% met or exceeded), PLO 5 - Engine Performance (92% met or exceeded), PLO 6 – Engines (79% met or exceeded), PLO 7 - Manual Transmission and Drive lines (80% met or exceeded), PLO 8 - Automatic Transmissions (88% met or exceeded), PLO 9 - Heating and Air conditioning (92% met or exceeded).

2016-17 is the fourth cycle that utilizes the results from the Automotive Service Excellence national exam as an assessment tool. This exam assesses students from across the nation enrolled in automotive programs. This year 84% of students in the program either met or exceeded all program learning outcomes. Our students scored 15% higher on average per the eight exams, according to the statistical analysis of all students that took the exam nationwide. Additionally, 94% of students in the program passed the national exam which closely mirrors internal program assessment.

The goal of the program is to continue to exceed the national Automotive Service Excellence student certification test average by 10% to 15%. For this cycle the average is 15% higher than the national average.

Construction Management

Faculty reported that all reported results were satisfactory. In some areas where students failed or approached the standard, faculty felt it was a result of students simply not completing assignments. The program plans to seek accreditation for the Construction Management program, so program learning outcomes for the two-year Construction Technology program will be reviewed to ensure a seamless transition between programs.

Construction Technology

The Construction Technology Program was re-accredited for six years by the American Council for Construction Education (ACCE). ACCE requires a second year report to be submitted by November 1, 2017. The 13 program learning outcomes (PLOs) have been adopted from the ACCE standards; some PLOs have two sub-PLOs which reflect "Introductory" & "Advanced" progress for that specific PLO.

At the introductory level, results for the Communication PLO improved from 58% meeting or exceeding the standard to 71%. Both industry help from Atlantic Testing on industry standards for test results and a revised checklist for the Soils Report in which students completed the report in stages seemed to help both with actual test results and with student interest. This will be continued. At the advanced level, 100% of students met or exceeded the standard. Additionally, while the Merrill Family Grant was not received for this academic year, faculty will investigate the possibility of the grant for 2017-18.

At the introductory level, results for the Estimating PLO improved from 45% meeting or exceeding the standard to 58%. There was also an improvement in the "Not Meeting" category. Faculty will continue to assign

more estimating problems in AECT 100 and CNST 150, continue to use the "Cone of Silence" method of teaching in lab, give more quizzes to compare to homework, and encourage students to buy the textbook. At the advanced level, the percentage of students meeting or exceeding the standard dropped from 96% to 78%. This will be investigated.

At the introductory level, results for the Construction Documentation (Residential) PLO were consistent from last year to this year with approximately 77% meeting or exceeding the standard. Results for sophomores were better with 88% meeting or exceeding the standard.

There were slight improvements in the results for the accounting PLO from 72% to 77%. Faculty will review this PLO with the Industry Advisory Board.

For the Codes PLO, the percentage of students meeting or exceeding the standard increased from 41% to 56%, however the percentage of students not meeting the standard is still 30%. The low scores are a reflection of students not doing their homework, so faculty will continue to give more specific homework and test questions geared specifically to codes. For the Contracts and Regulations PLO, results improved from 74% to 90%.

For the Construction Methods, Materials and Equipment PLO, at the introductory level, the percentage of students meeting or exceeding the standard decreased from 65% to 49%. More homework was assigned, so the low scores may be a reflection of students not doing their homework. At the sophomore level, 95% of students met or exceeded this standard.

Electrical Construction and Instrumentation

Faculty assessed 13 PLOs with results ranging from 71% to 100% meeting or exceeding the standard. These results are satisfactory to faculty, however, PLOs involving sequences, testing and national electric code compliance will continue to be tracked and improvements made.

Plumbing and Heating

Faculty assessed nine PLOs and results were acceptable. After review of this year's assessment results, faculty in the Plumbing and Heating Program have determined that they are on the correct path when it comes to the instruction of students. Analysis of those not meeting the course outcomes found that students in this category were underachieving due to external factors out of the control of the faculty. Although goals were met for this year, faculty continue to strive to increase the percentage of students meeting or exceeding expectations across all student learning outcomes.

Additionally, faculty in the program agree that small changes need to be made to some student learning outcomes in order to better reflect what is being taught in the lab and in the classroom and to better meet industry standards.

Refrigeration and Air Conditioning

The program assessment and program goals were reached. Students that failed to reach program expectations were due to outside influence beyond faculty control. Faculty have determined that some student learning outcomes will need to be changed to better reflect what being taught in the lab and in the classroom. Certain classroom teaching tools need to be re-evaluated before the next academic year.

Mechatronics Design – AS

The program plans a complete redesign of the first year of the program. During the spring and summer of 2017, faculty will write curriculum and course content changes to reflect the increased pace of teaching, condense courses to free up credit-hours, and rearrange courses to better prepare the students for the second semester of the program. Implementation will begin in Fall 2018.

Residential Construction

All six of the Residential Construction PLOs were evaluated during the 2016-17 academic year. They are: Mathematics Proficiency (PLO 1), Safety (PLO 2), Residential Construction (PLO 3), Masonry (PLO 4), Woodworking (PLO 5), and Remodeling (PLO 6). Overall, the assessment results indicated that most of the students are meeting the standard. One area of concern is with the Mathematics Proficiency. In the two courses assessed for Mathematics Proficiency, many students are not meeting the standard. This is concerning as faculty continue to see declining basic math skills with incoming students. Further evaluation is necessary to determine the cause of the low results in the Mathematics Proficiency PLO. As a program, during 2017-18, faculty plan to investigate, review and close the loop on this over the next academic year. Some contributing factors to be explored include basic math skills entering the program, math skills leaving the program, ability to use a calculator and ability to input variables into a given equation.

Additionally, the program will map courses to PLOs and then determine under-utilized or missing PLOs, map assessment activities to course PLOs, develop more results to better support PLO assessment by including more activities and more courses that support the PLO, and review the curriculum matrix to ensure proper introduction, re-enforce, and mastery levels of instruction.

Welding Technology

Faculty assessed three program learning outcomes: Operate and Troubleshoot Different Weld Processes (PLO 2), Qualify for Certification according to AWS standards (PLO 3), and Read, Construct, and Correctly Interpret Basic and Advanced Welding Fabrication Blueprints (PLO 6). Each PLO was assessed in multiple courses.

Welding department results for Spring 2017 saw changes from last year's results. Only 64% of students met the standard for being capable of operating and troubleshooting different weld processes to produce a sound weld with success (PLO 2), while 87% of students were able to 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 and 89% of students met the standard for being able to read, construct, and weld testing symbols, structural steel shapes and welding specifications (PLO 6).

Content assessed included understanding of manufacturing processes, metal theory, blueprint reading and fabrication concepts; practical applications of welding included operation and troubleshooting of various welding processes (SMAW, GTAW, GMAW). Faculty are certain that the results in their applied, lab-based, PLOs (operation and troubleshooting of equipment) are a direct result of the program's student to staff ratio, and the ability to give students sufficient individual guidance in lab.

The most problematic of the learning outcomes was PLO 2 (Operate and Troubleshoot Different Weld Processes) which is the most practical of the core welding courses. In this PLO, 36 % of students approached or did not meet the standards. Faculty will continue to fine-tune and improve on lab modules and will increase lab demonstrations and relevant experiential learning. Results for PLOs 3 and 6 were considered to meet acceptable minimum standards. No action is required at this time.

SCHOOL OF BUSINESS AND HOSPITALITY

Accounting

Faculty assessed portions of PLO 1 (Prepare financial statements and maintain accounting records; discuss the topics of financial analysis, financial forecasting, operating and financial language, working capital management, job and process costing, and operations budgeting.) and PLO 2 (Demonstrate in-depth knowledge of the different types of accounts: assets, liabilities, equities, revenues and expense.) using multiple courses and multiple measures. Results exceeded 70% meeting the standard, and faculty were satisfied with these results.

Assessment of PLO 4 (Demonstrate familiarity with the law and legal systems in the United States, particularly the law of contracts and the law of agency.) showed that, in some sections of BUSI 220, only 62% of students met the standard. This is a topic area that needs more attention and time. A bankruptcy attorney added a great deal of understanding for the students this year with respect to bankruptcy law, however more time spent on creditor protection is needed.

Accounting – Information Systems Auditing

Assessment of PLO 1.2 (IS/IT (information technology) management, strategic-planning management issues, support tools, framework, and techniques.) showed that 93% of students met the standard – a satisfactory result.

In BUSI 370, assessment of PLO 2 (Demonstrate proficiency in technical accounting concepts and practices including the preparation and analysis of financial statements.), showed that approximately 70% of students met the standard. Those who approached or failed to meet the standard did not include the relevant part of the project (14%). Faculty need to stress the importance of the project's completion. Additionally, assessment of this outcome shows that most students understand the concepts of analysis through financial ratios, however more assignments will be given as this is basically memorization.

Business and Technology Management BBA

Assessment of PLO 1 (Evaluate the challenges and major concerns of information technology, with an emphasis on the strategic relationship between business and IT.) in two different 300 level courses showed that 79% and 88% of students met the standard. Assignments were reworded to clarify and emphasize the grading rubrics that notes the need to connect concepts of Organizational Theory into their work. In addition, in some cases writing was not at college level, so the online writing tutor was recommended.

In three different 300 level courses, assessment of PLO 2 (Evaluate information technology from business, managerial, and technical perspectives.) indicated at least 88% of students met the standard. Overall, faculty were satisfied with these results, however, they will continue to review the grading rubrics while clearly stating each required area of each assignment.

Assessment of PLO 4 (Interpret technology related business problems and employ problem solving skills to create solutions.) in three different 300 level courses at least 88% of students met the standard, while assessment of PLO 7 (Explain business principles and how they apply to practical business applications.) showed that 82% of students met the standard. Faculty were satisfied with these results.

Assessment of PLO 5 (Relate management theory, concept, and practice to the implementation of information technology.) and PLO 9 (Produce and research a topic, develop an argument, and organize supporting details into oral and written communications.) were assessed in BUSI 200 using five different assignments. To improve results faculty will work on a classroom lab opportunity for initial concept demonstration and will create more in class team activities and scenario based challenges.

Multiple measures in multiple courses showed that a strong majority (85% - 94%, depending on the course) of the students were able to provide a solid analysis of tools to current strategy and make a recommendation for future strategy (PLO 6). Some students had difficulties with analyzing available reports that included financial management, business law, and management.

Assessment of PLO 11 (Identify how globalization and rapid changes in technology are effect the business environment.) was assessed using multiple assignments in multiple courses. Results showed that at least 83% of students met the standard. There were several different forums that provided students the ability to explore and analyze the changes in technology and how it impacts the business environment.

Finally, assessment of PLO 12 (Demonstrate responsible, resourceful, and ethical behavior.) showed that at least 75% of students met the standard when assessed in multiple courses. Faculty will continue to focus on strengthening students' application of concepts while expanding on specific question in final project research in BUSI 310.

Business Administration AAS

Faculty assessed PLO 2 (Demonstrate in-depth knowledge of the different types of accounts: assets, liabilities, equities, revenues, and expenses.) in BUSI 220 and BUSI 250. In BUSI 220, while 92% of students met the standard on the final project, only 42% met the standard on the final exam. To address the results on the final exam, faculty concluded that students struggle with finance and they have difficulty transferring concepts from one course to another, so there needs to be additional work problem solving and deciphering word problems and scenarios. Discussions are ongoing with the faculty that teach other courses to develop a strategy to support transferal.

Assessment of PLO 6 (Demonstrate familiarity with the organization and operation of American banking and financial institutions, sources of funds, the practical aspects of money, and short- and long-term credit for businesses.) indicated similar results. In BUSI 220, only 8% of students who took exam 1 met or exceeded the standard, but 83% of students who took or did homework and the two quizzes addressing this learning outcome met or exceeded the standard. Students need to be encouraged to read the book. When quizzes were added to their course work, their ability to discuss the content in class improved as did their exam grades.

Business Administration AS

No report was submitted.

Business and Professional Golf Management

Assessment of PLO 1 (Discuss the scope of the golf course management industry.) indicated that students struggled with topics relating to federal and voluntary benefits, the business planning model, and SWOT analysis. In addition, several students missed class the day of the assessment resulting in low results. These topics will be stressed, and the instructor will emphasize the importance of class attendance.

Faculty were satisfied with assessment results for PLO 3 (Demonstrate a thorough understanding of the rules of golf.), PLO 5 (Knowledge of traditional management theory), and PLO 10 (Develop a professional resume) in which 96%, 88% and 100 % of students met or exceeded the standard respectively. No action is needed at this time.

Several assignments were utilized to assess PLO 4 (Demonstrate proficiency as a teacher and coach). For most assignments, results were satisfactory, however, for one particular assignment 100% of the students failed to meet the standard. In this case, teaching evaluation forms were to be completed by students observing the lesson and submitted by a deadline, and grades were determined by the percentage of forms completed and turned in on time. Poor results indicated that students failed to make timely submissions. To stress the importance of completing these evaluations on a timely basis, faculty will include these instructions in writing on the lesson assignment and by showing the next class the results of this assessment and how it affected the students' final grades.

Assessment of PLO 6 (Knowledge of computer applications) indicated that, depending on the assignment, 58% to 95% of students met the standard. In addition to not completing assignments on time, students struggled with the budget portion of the assignment. Faculty will make sure that all students understand how to complete the project and offer office time to help those that do not.

Several assignments were utilized to assess PLO 13 (Develop a working knowledge of business operations.) and results ranged from 43% to 100%. Analysis indicated that students were unable to analyze and create financial statements, so additional class time will be spent in this topic.

All students still attending class at the end of the semester met the standard for PLO 16 (Develop strategies to pass the PGA playing ability test.) by attending at least five player development clinics and participating in at least three PGM tournaments during the semester.

Computer Information Systems AAS

Faculty assessed PLO 1 (Distinguish and apply the terminology and concepts associated with computer systems hardware and software.) in both a 100 level and a 200 level course. In both situations, over 92% of students met the standard. Similarly, assessment of PLO 2 (Demonstrate proficiency and problem solving skills through the use of computers and computational techniques.) occurred in two 200 level courses with at least 81% of students meeting the standard. For both program learning outcomes, results were satisfactory and no changes need to be made.

Assessment of PLO 3 (Demonstrate problem solving skills using a programming language.) occurred in two different 200 level courses with at least 89% of students meeting the standard on three different assignments. In CITA 240, there was no actual loop this term. The use of Zybooks (an interactive online book) was instrumental in

the success of this class. The only loop concern for this assessment was that the student had to get familiar with the book. Once they achieved this the loop was closed.

PLOs 6 (Demonstrate an in-depth knowledge of the different types of accounts: assets, liabilities, equities, revenues, and expenses) and 9 (Demonstrate written communication) were also assessed with satisfactory results (96% meeting standard).

Information Technology Management

Assessment for the program learning outcomes for this program were included with the assessment of the Business and Technology Management BBA program as many of the courses and learning outcomes of these programs overlap.

Marketing

Faculty assessed portions of PLO 1 (Prepare financial statements and maintain accounting records.) and PLO 2 (Demonstrate in-depth knowledge of the different types of accounts: assets, liabilities, equities, revenues and expense.) using multiple courses and multiple measures. Results exceeded 70% meeting the standard, and faculty were satisfied with these results.

Assessment of PLO 4 (Demonstrate fundamental problem-solving skills related to finance and business.) indicated that only 49% of students met the standard. Students have a difficult time assimilating and processing finance concepts, so breaking down the ideas and creating more hands on and problem solving scenarios should be used. When the instructor added more quizzes to the course, the students' ability to discuss the content in class improved, as did students' exam grades.

Hospitality Management – AS

Multiple assignments from multiple 100 level courses were used to assess PLO 1 (Financial and Quantitative Operations). While results on some quantitative calculations topics were satisfactory, others were not. Faculty will reinforce these concepts across multiple courses and will market the peer supplemental instructor opportunities for peer tutoring.

Results for PLO 2 (Professional Standards) were satisfactory. However, faculty will continue to use academic warnings for students who are excessively absent or tardy, engage the students in the process of deciding what constitutes professional dress, and have benchmark systems for students to check their progress with regards to this learning outcome in Vancko Hall. Similarly, assessment of PLO 6 (Comprehensive Industry Knowledge) indicated that students met this standard. Faculty will make small adjustments to course policy and assignments to make improvements to courses.

PLO 3 (Technical Proficiency) was assessed using multiple courses and multiple assignments. Areas of concern included knife skills, proper cooking techniques, and standards of bakeshop products. To address these concerns, faculty will refine rubrics to ensure criteria can be used to fairly judge students' progress and continue to develop online assessment tools that allow students immediate feedback from daily work as well as to self-monitor their progress throughout the semester. In addition, modifications to the CULN I lab will be made to focus on fundamental skill development (knife skills) over weekly cooking assignments so that students can not only adequately perform skills, but also do them quickly in order to be competitive in the industry.

Assessment results for PLO 5 (Perform Managerial Functions) were satisfactory in some cases (80% meeting the standard), and unsatisfactory in others. In CULN 180, only 31% of students met the standard when assessed with a two-part assignments where the students were asked to self-reflect on their professionalism and communication and answer questions related to their leadership style. Since there are no specific lecture days available to review materials for this course and information is posted via Vancko Hall, more communication through email about due dates and assignment materials may help identify expectations.

Hospitality Management - BT

The introductory coursework of the Bachelors program overlaps with the Associates program, so assessment of program learning outcomes 1 (Financial and Quantitative Operations), 2 (Professional Standards), 3 (Technical Proficiency), and 5 (Perform managerial functions) were included with the assessment of the Associates Program.

Assessment of PLO 6 (Comprehensive Industry Knowledge) was further assessed in courses at the 300 and 400 level. Results ranged from 10% to 89% of students meeting the standard, depending on the course and the assignment. In the cases of low results, in particular REST 310, course learning outcomes will be refined to be more precise. In addition, a technical issue in which the online gradebook was unavailable until half way through the course meant that students were unable to see individual feedback. In some cases students were not completing responses despite numerous class announcements and private messages. This needs to be addressed.

SCHOOL OF LIBERAL ARTS AND SCIENCES

Criminal Justice – BS

Assessment of four of the programs' learning outcomes indicated that 76% of students met the standard for understanding the nature and administration of the three components of criminal justice, 76% of students met the standard for understanding the role of evidence in criminal justice, 74% of students met the standard for understanding the role of data analysis in criminal justice research, and 74% of students met the standard for communicating criminal justice information and research effectively. Results were somewhat satisfactory, however after completing this assessment, faculty are proposing a change in the learning outcomes of the program. Currently, there are six program learning outcomes, some of which are repetitive. After mapping the curriculum, it was clear that some courses do not map to the learning outcomes of the program. New program learning outcomes will be proposed in Fall 2017 and a new assessment schedule will be developed.

Criminal Justice – AS

No report was submitted.

Environmental Studies

For the 2016-17 academic year, 100% of students exceeded the standard for the two learning outcomes of the program (Explain current, complex environmental problems that face the region, nation, and world and explain the underpinnings of the economy, society, and environment in sustainable solutions to environmental problems). However, there was only one student who graduated in the program during the 2016-17 academic year.

General Studies, Humanities and Social Science AA

Faculty assessed the program learning outcome concerning Relevance during the 2016-17 academic year. A sampling of courses from the 100 to 300 level in the disciplines of Humanities/Social Sciences; Western Civilization; American History; and Biology were assessed and 73% of students met or exceeded this standard. Students are

exceedingly successful at articulating the personal relevance of the different disciplines. However, faculty need to focus on reinforcing students' understanding of cultural and societal perspectives and the social impact of our disciplines on their lives. Faculty need to work with students on using evidence to support their arguments. The assessment plan needs greater inclusiveness from the School of Liberal Arts and Sciences to promote Relevance Education. Faculty would like to sample students from Math, Economics, Psychology, and English to have a better understanding of how students approach Relevance in all of their subjects.

Science AS

For PLO 1, (basic content knowledge of biology), 66% of students met or exceeded the standard. Faculty are satisfied with these results, but will continue to encourage more students to use the myriad learning services available to them including, peer supplemental instructors, peer tutors, review sessions, and review questions. Similarly, assessment of PLO 3 (knowledge and application of the scientific method) showed that 79% of students met or exceeded the standard. Students are currently on track with the scientific method, and faculty will continue current practices and assessment.

Faculty will collaborate with math faculty in the 2017-18 academic year to collect data to assess PLO 4 (demonstrate basic math skills to be ready for Calculus).

Teacher Education Transfer

Assessment of PLO 5 (describe their beginning educational philosophy) showed that 64% of students met the standard. This is a difficult task to complete at this point in students' educational career. Faculty will modify the assignment to include detailed questions to help frame student responses.

Results from the assessment of PLO 6 (demonstrate a basic knowledge of the history, sociology and philosophy of education) showed only 51% of students met the standard. Students struggle with the history of education and how events in history (in the world, in politics, etc.) influence changes in education. Faculty need to re-examine those learning activities pertaining to this learning outcome. One example is to begin with a current event in education and ask students to trace the events in history that have led to that. In addition, the instructor needs clearer instructions for school organizational structure assignment.

For PLO 7 (interpret and apply current educational research), 79% of students met the standard. Student feedback indicated that they would like to have input into the topics chosen for research articles.

For 2017-18, faculty will assess PLO 2 (written communication), PLO 3 (oral communication) and PLO 4 (observation reflection). For written communication, the instructor will model and utilize the five paragraph approach for all observation reflection assignments to support the structure of the assignment. The instructor will model the approach and ask students to hand in outline and essay for the first two reflection assignments and will assess both reflection argument and written communication for each. For oral communication, students will practice a one minute introduction prior to completing the complete project. Faculty and peers will give feedback on the one minute introduction prior to the complete oral presentation.

SCHOOL OF NURSING

ADN

No report submitted

BSN

Nurses in the BSN program systematically review each course learning outcome on an annual basis. All BSN courses correlate to the School of Nursing's mission and philosophy. Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program. The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments. Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program. Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. However, we need to work with Institutional Research to increase our graduate employer survey response rate.

MSN

No report submitted.

SCHOOL OF VETERINARY AND APPLIED SCIENCES

Veterinary Technology

Faculty examined assessment results for this year compared to the 2015-16 academic year. Overall, they found results to be fairly consistent with a few items to act upon:

- Dose Calculation results have been similar for the past two years because the assessment is now more consistent now between instructors in the (VETS 115) and (VETS 255) courses.
- Specimen Collection results seem to be inconsistent, and faculty need to work on a more detailed rubric for this assessment.
- More animals are needed to do demonstrations for the K-9 Restraint for Jugular Venipuncture skill.
- This year, students did not attempt the skill involving placing a cephalic catheter. In 2015-16, to increase the opportunities for students to practice this skill, faculty changed from only dogs to dogs and cats as animals that could be used to practice this skill. In addition, during the spring semester, snow days limited the opportunities for students to demonstrate those skills in particular classes. However, it was determined that if students were more motivated, this skill could have been completed by the end of the course. In the opinion of the instructors, there were some students who were not motivated to complete all of their required essential skills. Students only need to "pass" 90% of the skills in a class and perhaps that was a factor in them not pushing to get all of their skills completed. Faculty in the department continue to be concerned that because of this policy, students are able to complete the program without having completed all of the skills required by the AVMA. After reviewing the introduction information that is required to be on our Essential Skills Task List, for every course, we found that the department stipulates that "All 100% of the essential skills must be attempted at least once." This means that faculty members must hold students to this standard. If a student makes a choice to not complete a required task, they should understand that they will fail that course. There may be extenuating circumstances such as weather, classes cancelled, or a shortage of animals, but it is very important that each student make every effort to attempt, at least once, every skill that is required by the AVMA. The faculty members of the department believe that it is important for students to have the opportunity to try a skill, reattempt

a skill if necessary and possible, and be successful which will lead to students being a valued employee in their chosen field.

- For the diagnostic imaging skill, results may not reflect the actual skill level of each individual student since this skill is completed in pairs. If one student is much stronger academically than the other, they may increase the grade of the other student. Instructors will work on changing the elements of this assessment, perhaps to include a portion in which individual work is assessed.
- For the medical records and K-9 restraint for jugular venipuncture skill, lab sections were split into two groups of six students to one instructor. Several elements of recordkeeping were covered over five weeks. Practice cases, for medical records, were required to be performed the week before practical.
- In Fall 2017, there will be a new instructor. Faculty will discuss the assessment of the interpersonal skills & team skill with that person in the fall.
- In three courses during the Fall 2016 semester, an online Google spreadsheet was utilized to record essential skills. Feedback from instructors was mixed as it was extra work to record both in the Google spreadsheet and on a hardcopy. The committee is looking into more efficient alternatives to this system.

Additionally, faculty will:

- Continue to support faculty/staff and peer mentoring of students in the program. Faculty and staff need to continue to select the best possible peer mentors each year. Student and staff input into the process will help make certain that the best of the best students are selected.
- Review the results from the Preceptorship Site surveys to be completed in summer 2017.
- Pilot a mentoring project with mentors from the Advisory Council for a portion of our freshman students.
- Continue to make contacts with professionals in our field and continue to create opportunities for our students to interact face-to-face with them. Request the most current technical equipment for students to work with and host speakers from the manufacturers of that equipment. Continue to find ways to support the participation of instructors at continuing education conferences.
- Work with Cornell University (CARE Office) and a beagle rescue organization to bring retired beagles to Delhi. The program will spay/neuter and provide routine health care for these animals and hopefully find them their forever home.
- Service Learning is a priority for the VST Department. Faculty and staff will continue to search for additional opportunities in this area.

Assessment results support the following resource requests: dead heads for Dentistry course; non re-breathing set-ups; rebreathing bags; patient warming device; proper lines for IV pumps; roll of tubing for fake legs; new facility and/or renovation as soon as possible.

Golf and Plant Sciences

No report submitted.

Natural Resources, Recreation and Sports

No report submitted.

GENERAL EDUCATION ASSESSMENT

Basic Communication

SUNY Delhi student learning outcomes proficiency of oral discourse and evaluating an oral presentation were assessed in five sections of three communication courses: *Organizational Communication* COMM 300, *Argumentation and Debate* COMM 310, and *Audio Video Production I* COMM 120.

A departmental rubric was used to assess both outcomes. Assignments in each course required students to engage in oral discourse, and evaluate both the instructor's and peers' oral presentations. COMM 300 required a team-based oral discourse using presentation software and other visual support of a well-researched topic, following established criteria; *evaluating an oral presentation* was assessed by application of communication skills as demonstrated incrementally throughout the semester, and on a final exam. COMM 310 *proficiency in oral discourse* required two rounds of formal debate on well-researched, controversial issues, following established criteria; *evaluating an oral presentation* with respect to the oral arguments presented was assessed via students' follow-up narrative notes and scorecards that demonstrated the degree to which students understood the material and applied the process, and on a final exam. COMM 120 required production and delivery of a series of oral reports designed for electronic media demonstrating a *proficiency in oral discourse*, following established journalistic criteria; *evaluating an oral presentation* was assessed by demonstrated refinements to the reporting process throughout the semester, and on a final exam.

Results showed that 78% of students met the standard in proficiency of oral discourse, while 84% of students met the standard in evaluating an oral presentation. These results were satisfactory and no action needs to be taken.

Mathematics

Assessment was conducted in multiple 100 level course, and consolidated results for the 2016-17 academic year are as follows:

Learning Outcome	% 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.	39%	27%	13%	21%	66%
Learning Outcome 2: Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically, and verbally.	30%	33%	17%	20%	63%
Learning Outcome 3: Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.	38%	28%	13%	21%	66%

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding or Meeting
Learning Outcome 4: Students will demonstrate the ability to estimate and check mathematical results for reasonableness.	43%	17%	13%	27%	60%
Learning Outcome 5: Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.	45%	23%	14%	18%	68%

Results for Learning Outcome 1 (Interpret and draw inferences from mathematical models) and Learning Outcome 2 (represent mathematical information symbolically, visually, numerically and verbally) improved 5% from the previous year. Factors that may have contributed to this include the use of multiple questions throughout the semester to assess each outcome, rather than relying on one exam question so that students had ample opportunity to demonstrate proficiency. In addition, faculty found that poor results from past years could have been based on the students' inability to use technology. An emphasis on the correct use of technology will be continued.

There was a slight 3% improvement in results for Learning Outcome 4 (estimate and check mathematical results for the reasonableness). In addition to using multiple questions throughout the semester to assess each outcome, evaluators created questions where students determined reasonableness without being required to calculate the original answer.

No significant change was noticed for Learning Outcome 3 (employ quantitative methods such as arithmetic, algebra, geometry or statistics to solve problems) as results improved only 2% from the previous year, or for Learning Outcome 5 (recognize the limits of mathematical and statistical methods) as results stayed the same from the previous year.

Instructors will continue to use multiple questions to assess each SLO. For SLO4 and SLO5, instructors will continue to give results to students instead of having students perform the calculations to get the answers. Finally, evaluators will offer more opportunities for students to practice SLO4 during class time.

