

SUNY DELHI
PERFORMANCE IMPROVEMENT PLAN
October 2015

Section One: Campus Alignment with SUNY Excels and the Power of SUNY

SUNY Delhi recently completed “Seizing Opportunity, Delivering Excellence,” its [Strategic Plan: 2015-2020](#). The process to develop the Plan was a collaborative effort and provided many opportunities for input from across the campus. The Strategic Planning Workgroup, comprised of appointed and elected members, was assembled in spring 2014 and conducted a SWOT analysis in fall 2014. All members of the campus community were provided the opportunity to contribute their ideas. Draft goals were presented via a charrette and open meetings. Suggestions were incorporated prior to creating the final document.

One constant throughout the college’s history is the exceptional dedication of faculty and staff to helping students succeed. Their commitment is reflected in the college’s mission statement and throughout the Strategic Plan. The Plan established a revised set of institutional values and a new mission statement: To prepare students for lifelong success through academic programs, experiential learning, cultural activities, and civic engagement.

The Plan was developed in light of the Power of SUNY framework with particular attention to SUNY Excels priorities and SUNY’s Performance Management Guide Outcomes. Since the adoption of the 2015-20 Plan, the college has taken numerous steps toward implementation. Particular attention is being given to further improvement in the areas of access, completion and success. These specific initiatives are fully described in Section Two of this Performance Improvement Plan.

“Seizing Opportunity, Delivering Excellence” aligns with The Power of SUNY 2020 through its commitment to SUNY’s Six Big Ideas. Bulleted below are specific elements of the Delhi campus Plan aligned with SUNY’s Big Ideas (specifically stated as follows):

SUNY and The Entrepreneurial Century

- Assists with local and state economic development efforts by forging stronger, extensive ties with the private and non-profit sectors*
- Supports scholarship and intellectual creativity*
- Supports faculty and staff not only in scholarly and creative activities, but also in continuous professional development*

SUNY and The Seamless Education Pipeline

- Emphasizes hands-on, experiential and applied education in small classes*
- Develops and expands internship and service-learning opportunities*
- Provides opportunities in classrooms, residence halls and campus activities for students to realize their personal, intellectual and professional goals*
- Practices rigorous academic and professional standards of learning and assesses the extent to which programs and students meet or exceed these standards*

SUNY and A Healthier New York

- Reduces the campus’s carbon footprint through alternative energy options wherever practical*
- Teaches and promotes sustainable practices across the campus community*

SUNY and An Energy Smart New York

- Reduces the campus’s carbon footprint through alternative energy options wherever practical*
- Teaches and promotes sustainable practices across the campus community*

SUNY and The Vibrant Community

- *Develops and expands internship and service-learning opportunities*
- *Assists with local and state economic development efforts by forging stronger, extensive ties with the private and non-profit sectors*

SUNY and The World

- *Is a student-centered campus community that values all individuals, practices inclusiveness, and embraces diversity*
- *Delivers programs that overcome geographic barriers and provide students substantial flexibility in pursuing their degrees through technology and inter-campus collaboration*

SUNY Delhi has carved a unique niche in higher education through its “Smart Growth” strategy combining baccalaureate degrees that build on successful associate degree programs, baccalaureate completion programs on community college campuses and online degree programs tied to state and national employment needs. “Smart Growth,” combined with an exceptional commitment to providing a student-centered, residential collegiate experience that focuses on academic excellence, innovation and experiential learning, has produced unprecedented growth and the largest enrollment in college history. The college has expanded to serve more than 3,500 students who mirror the geographic and cultural diversity of the Empire State.

SUNY Delhi is consistently ranked among the leading Baccalaureate Colleges in the North, according to the *U.S. News and World Report Guide to America's Best Colleges* and several academic programs have earned state and national reputations for excellence. The college offers more than 50 programs leading to specialized certificates and associate, baccalaureate and graduate degrees.

Delhi exemplifies the “vibrant community.” It is among the University’s top five colleges for community service and service-learning opportunities (2015 Student Opinion Survey) and is one of 361 colleges nationally to earn the Carnegie Foundation Community Engagement classification. This highly-sought national honor recognizes a commitment to community engagement as an essential aspect of institutional mission and identity. Students complete more than 20,000 hours of volunteer service annually. As the only college in the region that offers associate degrees, it continues to meet regional educational and workforce needs.

ACADEMICS

SUNY Delhi is a recognized leader in several academic disciplines. Its programmatic “firsts” include delivering the first Veterinary Science Technology and Construction Technology programs in the United States. Delhi’s Master of Science in Nursing Education was the first graduate degree offered by a SUNY College of Technology and its Mechatronics bachelor degree is also a SUNY first.

Delhi’s Veterinary Science Technology program continues to be the model for programs around the country. Delhi’s Hospitality Management program is the most comprehensive in the SUNY system. The culinary team captured the American Culinary Federation’s National Championship in 2012 and 2010 and is a 13-time winner of the American Culinary Federation’s New York State Hot Food Championship. Extensive industry support for expanded facilities and equipment, including the 18-hole championship college golf course, has made Delhi a nationally recognized leader in golf education. Its Construction program is a leader with a distinctive design and build approach that offers experiential opportunities. The Bachelor of Science in Nursing has grown to nearly 800 students with the college earning national recognition for the support it provides students enrolled in online courses. Such support has helped Delhi create a model for how to provide place-bound community college graduates with baccalaureate degree opportunities, offering specialized bachelor completion programs on the campuses of Schenectady, Onondaga, Tompkins Cortland, Nassau, and Suffolk County Community Colleges.

The college is a noted leader in online education and plans to strengthen its position. It has been ranked as a leader in Online Bachelor's Programs by *U.S. News and World Report*. It is listed among the Top 30 Technologically Savvy Online Schools by OnlineSchoolsCenter.com. Delhi's bachelor level Criminal Justice program is available online and is considered among the 30 Most Affordable Criminal Justice Programs by TopCriminalJusticeDegrees.org. Delhi's Online Summer School enrollment exceeds more than 1,400 students annually.

Experiential and applied learning opportunities are a priority for SUNY Delhi. Architectural Design and Building, Construction Management, Business and Professional Golf Management, Golf and Sports Turf Management and Golf Course Management all have capstone internships that frequently lead to direct employment. Over the last three years, 100 percent of Construction Management majors secured employment upon graduation. Hospitality Management students intern at some of the leading destinations in the United States. Experiential learning is an extensive part of the Nursing programs, with students caring for patients at local medical facilities. Internships and applied learning opportunities on campus take place in specialized laboratories for Applied Technologies and Veterinary Science Technology programs, at the college golf course and in administrative offices. Applied Technologies students also build a house and complete a residential renovation project each year.

SUNY Delhi's strength as a residential campus is the result of robust Student Life programs that ensure a healthy college environment, promote responsibility for academic success and facilitate learning through involvement in campus life. The participation level is high—nearly 80 percent of students are involved in some aspect of campus life through clubs and organizations, volunteerism, athletics and recreational or residence life activities. 14% of these students attain leadership positions. Comprehensive services and programs offered through Student Life include a myriad of student activities as well as programs in athletics, dining, housing, health and counseling. According to the 2015 Student Opinion Survey, Delhi ranks first among colleges of technology in providing opportunities to develop leadership skills.

SUNY Delhi has a strong tradition of community service that is led by the O'Connor Center for Community Engagement (OCCE), which has been named to the President's National Honor Roll for Community Service for nine consecutive years. The O'Connor Center serves as a campus clearinghouse for community service and volunteerism. The Center also functions as a resource for the development of service-learning partnerships between faculty members and community organizations. The college is also making impressive strides integrating service-learning into the curriculum. Over 600 students successfully completed service-learning courses during the 2014-15 academic year.

The college seeks to implement an \$80 million multi-year facilities planning and construction program which includes a ten year Facilities Master Plan. An Energy Master Plan is now underway. Each construction project marks a milestone in the college's history and has helped secure Delhi's leading position as a college of technology. Construction highlights that have recently transformed the SUNY Delhi campus include the total renovation and construction of the state-of-the-art Farrell Student and Community Center and the complete rehabilitation of Sanford Hall to create up-to-date facilities for the School of Nursing and Business Department. Recent investments include enhancements to the exterior of Alumni Hall, upgraded outdoor recreation facilities and improved water quality. Delhi residence hall renovation projects make the campus a more appealing place for prospective students. These include new bathrooms, laundry rooms and common area kitchens, roofs, brick restoration, door replacement, new card access systems, and the addition of two dozen beds. The college also offers Riverview Townhouses, a College Foundation-affiliated townhouse complex with 120 beds for upper division students.

Future projects include a total renovation of Farnsworth Hall to provide state-of-the-art facilities for Delhi's flagship Veterinary Science Technology program; upgrades to Alumni Hall to provide state-of-the-art facilities for the college's nationally renowned Hospitality and Culinary Arts programs; and replacement of the current air structure with an indoor recreation facility. Implementing a new state-of-

the-art wireless residential network over the 2015-16 year to support student success, learning and overall satisfaction is a major near term goal.

PHILANTHROPY/ALUMNI

The College Foundation at Delhi was founded to accept and manage gifts to SUNY Delhi. The Foundation’s endowment totals \$4,055,971. The endowment and scholarship support have grown significantly in recent years, thanks to a highly successful Centennial Campaign, which ran from 2011 through 2013 and raised \$3.4 million, including \$1.7 million for scholarships.

In addition, the College Foundation owns and maintains an 18-hole golf course which serves as a learning laboratory for Business and Professional Golf Management, Golf, and Sports Turf Management students and is the area’s premier public golf course.

Section Two: SUNY Excels Priority Areas and Metrics

SUNY Delhi’s Strategic Plan readily aligns with the goals of SUNY Excels. The college is taking multiple steps to operationalize its Strategic Plan goals (*shown in italics*) with particular attention to access, completion and success. In both the newly adopted Plan and the previous version, Delhi has focused on a smart growth strategy that builds upon existing strengths to increase enrollment. The college seeks to implement various steps to improve student performance consistent with the Student Achievement Measures of retention, transfer and graduation. The College’s Plan anticipated various aspects of SUNY Excels which, in turn, meshes with a broad array of Delhi’s campus goals and initiatives.

The narrative below outlines key college-wide goals consistent with SUNY Excels (which are underlined) and anticipated steps to achieve implementation.

Access

Full Enrollment Picture - As reflected in its Strategic Plan, Delhi’s goal is *to expand full-time enrollment to 4,200 students, especially through online enrollment and transfers from the college’s associate programs to its baccalaureate and master programs.* This would constitute growth of approximately 17%. The college has enjoyed consistent enrollment gains as a result of the Smart Growth strategy which focuses on expanding campus capacity in targeted programs of strength and building both off-site and online programs.

Total enrollment (Fall 2014): 3,616	Residential Student Body
Degree-seeking students: 3,562	54% Male
Student Origin	46% Female
37% Metropolitan New York and Long Island	19% African American
26% Capital Region	17% Hispanic
19% Hudson Valley	61% White
12% Central Region	6% Other and Unknown
2% Western Region	
4% Out-of-State and International	

NYS Residents Served - Fully 95% of Delhi students are New York State residents. College officials expect this percentage to remain constant into 2018 and 2020. The college in high school program has grown for each of the past five years and now exceeds 350 local students.

Per the Strategic Plan, the college intends to *increase the number of academically talented students who are well-suited to SUNY Delhi’s distinctive programs.* The college plans to maintain a steady rate of growth toward the goal without compromising diversity or selectivity through online enrollment, the

growth of its graduate Nursing program, and the active recruitment of transfers from its own programs and community colleges to its baccalaureate level programs. As important, Delhi intends to meet the goal through the expansion of its premier programs and through improving its yield rate from 28% to 33%. The college's program mix, success in getting applicants to complete the process (89% for 2015) and targeted marketing make this plausible. The most current Student Opinion Survey indicates that at the time of application, 63% of its students made SUNY Delhi their first choice. In conjunction with SUNY, the college has established a goal of enrolling approximately 4,200 students by 2020.

Diversity - Delhi is a leader in recruiting and retaining students from underrepresented minority (URM) groups. This is a particular point of pride given Delhi's decidedly rural location. In order to sustain and increase the current high level of enrollment among URM (approx. 35%) and first generation college attenders, Delhi recently hosted the NYSACAC Camp College which brought 140 high school juniors and seniors and 38 mentors to campus. Camp College provides no-cost college advisement and support to students seeking an opportunity for higher education with the support of its host campuses and volunteers. The college anticipates that approximately 25% to 30% of attendees will subsequently seek admission to Delhi. We plan to continue to host such events when possible.

To further promote diversity and access the college plans to hold either an open house or accepted student day in New York City or provide bus transportation for accepted students and their families to Delhi.

Delhi's enrollment objectives include: implementing plans to recruit for applied technology and career oriented programs in metropolitan area schools and specialty high schools as it has done successfully with schools such as the Bronx Design and Construction Academy; attaining campus-wide residential student gender balance (increase share of women on campus) by expanding high demand programs such as Veterinary Science Technology and Nursing; developing recruitment strategies and academic support for special admissions through a Delhi Achievement Program; expanding EOP program enrollment by 33 % by 2020; building on the educational pipeline that has been established with local high schools and BOCES programs in the career and technical education fields to include 25 new students who begin a Delhi applied technology program while still enrolled in local high schools; membership in the Common Application; more effective use of predictive modeling; streamlining the scholarship process; new marketing initiatives through Naviance, NextStep Academy, Cappex, College Express and others; hosting SUNY OpInform and guidance counselor trips; updating marketing materials; New York City counselor forums; Instant Admissions Days; a new acceptance packet and parent materials; admitted student and family VIP hotline; IP targeting; Facebook marketing, and other strategies.

Given its success in both recruiting and serving URM, Delhi expects to increase the share of its student body from underrepresented minority groups to reach nearly 50% by 2018.

Recently, Delhi submitted an Expanded Investment and Performance Fund request in conjunction with six colleges of technology. This proposal is designed to increase the number of applicants through a sector-wide marketing strategy through the use of a Customer Relations Management firm and other cooperative marketing and communications tools.

Of course, enrollment growth requires that affordability be part of the access agenda. Therefore, per its new Strategic Plan, Delhi is committed to securing private gifts that will increase annual scholarships to qualified students to \$750,000 by 2020, - an increase of 28% over the current level (2015). The College Foundation and Enrollment Services are establishing a process to more strategically deploy scholarship dollars and expedite scholarship award letters to students with the greatest levels of financial need in order to increase the yield of students facing financial need, transfer students interested in January admission and merit based scholarships for high achieving students interested in the college's signature programs.

Academic Programs and Services targeted a portion of its 2015-16 Perkins grant for the recruitment of women to applied technology programs. SUNY Delhi's programs in Electrical Instrumentation, Architectural Technology, Carpentry and Welding enroll a total of nearly 60 women. In addition, a majority of math and science faculty members are female. Many faculty members are keenly interested in conducting outreach to schools in order to recruit young women to non-traditional fields. Outreach is being scheduled for fall 2015 and spring 2016 with the near term focus of increasing applications from local high schools and the longer term goal of increasing the number and share of women in the college's STEM programs.

Faculty/Staff Diversity - *Increase and maintain faculty and staff diversity (including gender in non-traditional fields, abilities, ethnicities, nationalities, sexual orientation/identities and race) by 25% (5-year goal) of our current percentage through a redesigned, proactive recruiting, hiring and mentorship program that considers and balances gender, college role and other diverse characteristics of those participating in recruitment, hiring and mentorship activities.* The college plans, particularly, to engage the University Centers in attempting to attract new faculty from within SUNY's doctoral and terminal degree programs. Delhi will also reactivate its previous efforts to attract visiting minority faculty through early, active nationwide recruitment efforts.

Delhi proposes sharing a Chief Diversity Officer with Cobleskill. Building on the campuses' highly successful shared services partnership, the shared CDO will facilitate an Underrepresented Minority Dual Career Assistance Program. Neither campus has the volume of new hires to offer such a program individually.

Capacity - The Strategic Plan calls explicitly for Delhi to *pursue at least three additional academic majors that fit with our institution's mission and culture and permit seamless progression from associate to baccalaureate level degrees.* This resulted, in part, from an academic planning and review process begun in 2013-14. Delhi has demonstrably undertaken the process of introducing or revamping STEM related degrees at both the associate and bachelor levels based on the college's traditional strengths. A recent curriculum workshop held in conjunction with local employers, the DEP/DEC and the Watershed Council is leading to the reintroduction of the Civil Technology AAS program with a new focus on the needs of municipalities and businesses of the Catskill Watershed.

The college is also planning to introduce a Facilities Management BT program that will offer a gateway to the four year degree for AAS students. With the support of three community colleges (MVCC, HCCC and SUNY Broome), the proposed program is the subject of an Improvement and Performance Plan proposal. The degree will accept AAS grads of appropriate applied technology programs at Delhi and SUNY community colleges. This degree received support from alumni and local industry and will serve New York State institutions in maintaining buildings, facilities, ground and environmental systems and will have a prominent applied learning component.

In the next academic year, the college will launch its BBA program in Recreation and Sports Facilities Management. The degree will provide a ready transfer path to students enrolled in similar AAS, AA and AS programs. Delhi is participating in SUNY's effort to create a new seamless path in the Recreation and Sports Management field.

The highly regarded Veterinary Science Technology program has been asked to examine and plan a program announcement for a two plus two bachelor level degree which would accept AAS graduates from the ten accredited Vet Tech programs across New York State. The degree will offer students options in one of three areas of focus: clinical practice, animal research or public health.

Recognizing the changing needs of professionals in the hospitality industry, the college has transitioned its Travel and Tourism Management program into one that focuses on Event Management. This will assist in meeting campus enrollment efforts and help with achieving the strategic goal of increasing

female, transfer, and baccalaureate degree students on campus. The Event Management degree at Delhi marks SUNY's first four-year option for those students interested in this field.

Delhi has the institutional capacity to further expand its well-regarded online offerings. The graduate program in Nursing is expected to experience robust growth, and a new track in Nursing Administration was recently submitted. The existing organization of nursing education programs is being altered to keep up with the demand for a more educated workforce. To respond to this need, SUNY Delhi has implemented a unique four-year Dual Degree program that allows qualified students the opportunity to earn two nursing degrees in four years, creates an avenue for RN to BSN mobility, and increases the pool of baccalaureate-prepared nurses. The student satisfies the curriculum requirements of both the on-ground associate and online upper-division BSN programs. The current enrollment of 64 students is expected to grow. These students have a 96% pass rate on the NCLEX exam.

Also underway is an effort to recruit more community college students to Delhi's Bachelor of Science in Criminal Justice. The program has ample capacity and offers both face-to-face and online options. Presently, faculty members are completing a Master Plan Amendment seeking to deliver the BS degree in Criminal Justice on the Delhi campus. This would complete the tripartite modes of delivery approach (campus-based, online and community college located) for this popular degree. Increasingly, students at Delhi's community college sites seek to complete at least some of the program online, and the requisite courses are already available. Next steps include expanding the number of community colleges with which Delhi establishes partnerships. In recent weeks discussions have been held with four upstate community colleges (Monroe, Corning, Dutchess, Sullivan) to explore both online and face-to-face bachelor degree options. These institutions presently enroll over 1,200 CJ associate level students. The college is hoping to enroll at least 50 new students in its online CJ program in fall 2016 and to gain approval for campus-based delivery by that date.

The college is committed to providing students with professional and other credible life experience the opportunity to earn credit by assembling a portfolio or through challenge examinations. This approach was the subject of a recent pilot project and will be expanded in 2015-16. These alternatives are especially helpful for non-traditional students seeking to expedite their degree completion.

The Business Department has completed a proposal for a Health Care Management BBA that may be available in both face-to-face and online formats. Science and physical education faculty are working collaboratively on a transfer agreement for the degree in Health and Wellness that is being developed at SUNY Oneonta.

Completion

Consistent with Delhi's Plan *for delivering programs that overcome geographic barriers and provide students substantial flexibility in pursuing their degrees through technology and inter-campus collaboration*, the college is undertaking a multi-pronged approach to improve degree completion. These efforts include outreach to students who have left the college without receiving a degree and who are within one semester of graduation. The college is offering these students the opportunity to complete degrees through online courses and/or support in attaining transfer credit that will lead to graduation.

SAM - SUNY Delhi embraces the use of Student Achievement Measures. Delhi is an institution with over 500 part-time students and many more students who enter the college seeking to move to another institution or matriculate as full-time Delhi students. These broader definitions of student success have informed Delhi's understanding of student achievement. As important, emphasizing the college's focus on retention, graduation and transfer, both within the college and to other SUNYs, has been central to Delhi's approach to prospective students. The most recent National Student Clearinghouse data indicate that about 12% of the 2008 cohort starting at Delhi completed degrees at another institution. The college intends to attain student success rates per SAM at or above sector and national averages.

Central to the completion agenda is improved student retention which continues to be a focus of Delhi's efforts. With a goal of reaching a 71% retention rate for first time/full time students by 2020, Delhi is implementing plans to expand its academic support services. In 2015-16 the Resnick Learning Center will add tutoring staff and expand hours with an added focus on math, science and writing skills. Additional services will be available online. The changes are intended to provide at least 43 hours of math and writing tutorial support on a weekly basis, a 33% increase. A recent meeting with major donors appears likely to yield financial support for the expanded use of peer mentors and peer supplemental instructors in gateway courses. A plan to expand these high impact practices for fall 2016 is being developed.

Students rank the college orientation program very highly and Delhi's award winning freshman seminar program yields solid results. With this in mind the, 2015-2020 Strategic Plan calls for *instituting a comprehensive freshman seminar course for all incoming freshman students during their first semester that builds a SUNY Delhi identity, orients students for success at college, and exposes students to college resources.* The Student Success Work Group has taken multiple steps to expand the freshman seminar beyond the liberal arts and sciences and in 2015-16 will further promote retention by sharing freshman experience best practices across campus to replicate the success in retention, GPA and credits earned.

As research shows, student course withdrawal is a leading factor in student attrition from the campus. Through the development of the Math Task Force, the college is formulating plans to assess student abilities and formulate action steps to aid with course completion while enhancing mathematical aptitude. Consistent with the recommendations of the Task Force, the college will develop a Gateway course initiative in math and science to improve success rates for students in science and technology programs.

In an effort to better serve students who are uncertain of their academic plans, the Academic Explorations Program (AEP) began in 2015-16 with central advisement for over 60 Undeclared students, a shared Student Success course, and advisement paths to various majors. The AEP seeks to markedly improve the freshman experience of a particularly at risk population, with a goal to move at least 25% of Undeclared applicants to a more focused major before enrollment has been established. In addition, we anticipate that the AEP will yield fall to fall retention rates that equal or exceed the college's associate degree average. A SUNY Expanded Investment and Performance Fund proposal has been submitted which will support an enhanced and expanded AEP.

Graduation Rates - The college continues to exhibit graduation rates slightly above sector averages at both the associate and bachelor levels. Given the efforts described above, Delhi plans to modestly increase these rates to 41% for associate degrees (3 year) and 51% for bachelor degrees (6 year). This is expected to lead to an additional 120+ degrees annually.

Seamless Transfer - Both the letter and spirit of SUNY's Seamless Transfer project are captured in Delhi's 2015-20 goals and aspirations. In fact, the college Plan calls for *the completion of an integrated program review and plan to facilitate curriculum change as well as transfer from the college's associate programs to its baccalaureate programs.* The Plan also requests that the college *develop and promote pathways for students to advanced educational opportunities ... and ensure all applicable programs conform to SUNY's Transfer Paths.* Delhi is formulating ambitious plans to promote the success of Seamless Transfer; these efforts go beyond the university mandate.

Both faculty and students have received correspondence alerting them to the opportunities and obligations inherent in the transfer project. Delhi plans to aggressively promote seamless transfer as a means of building baccalaureate level enrollment. The college is establishing its own pathways through which AAS students from community colleges and Delhi's own programs may move to complete a BT degree in four semesters of study. These locally created paths will exist in Mechatronics, Recreation and Sports Facilities Management and Construction Management.

Delhi views seamless transfer as a means to make its liberal arts and business associate degree programs more appealing to freshman students and plans to recruit accordingly. In 2016 and beyond, the college will specifically recruit students to its AS and AA programs, and encourage them to avail themselves of the SUNY guarantee. Prior to fall 2015, the college structured most bachelor level degrees to permit AA and AS graduates to complete a related bachelor degree in four semesters. As noted, to further encourage the completion of bachelor degrees, the college intends to provide similar paths for AAS graduates.

Place-bound students have been particularly well served by Delhi's first of its kind community college partnership programs. The college will expand its community college partnership and portfolio enrollment to 400 (from about 200) by 2020 with programs at additional campuses. (See page 7). Delhi seeks to offer more bachelor level programs at its existing community college sites and expand bachelor degree completion programs that can be completed either face-to-face or online. In addition, the college is moving to expand its offering of fully online bachelor degrees. These alternatives afford flexibility so that students may continue advancing in their careers, raise families, or attend to other obligations while achieving their educational goals. Delhi is delivering the courses needed to offer the Hospitality Management degree fully online. This option should prove attractive to graduates of two year Hospitality programs across SUNY who work in the industry. Promoting this program is a college priority.

The college is committed to being transfer friendly to both inbound and outbound students. By actively promoting seamless transfer pathways, Delhi will be attractive to more focused and committed students. Delhi intends to provide scholarship support to transfer students, particularly those who enroll in January. Ten scholarships will be allocated for transfer students.

As a Wave I Open SUNY institution, Delhi has a well established reputation for high quality online offerings. Central to the completion agenda is the college's robust and growing summer online program which offers courses during three sessions. With over 75 courses/sections available, the summer classes allow students to pursue timely completion by making up for lost classes, focusing on challenging classes, or accelerating through a program. By 2018, the college will expand online summer school from 80 to 100 sections. This will allow enrollment to grow from 1,400 to 1,700 and will aid students in completing degrees on a timely basis.

Time to Degree - Effective transfer programming and the capacity to accommodate AAS students in bachelor degree programs will positively affect time to degree. Over the past three years every academic area has successfully reduced the number of credits required to complete each degree and a more flexible campus general education program was approved in 2012. The introduction of Degree Works and the continued growth of B session (intensive half semester courses) and January term courses should also aid in monitoring and meeting degree requirements. The continued expansion of online summer offerings (see above) has been instrumental in aiding degree completion as students may accelerate or make up courses that were previously not completed.

Success

Multiple elements of the Strategic Plan center on improving Delhi's very robust system of campus support for student success. This arises largely from an integrated approach to student services that relies on substantial cooperation among and between functional areas, particularly Academics and Student Life.

Examples of these interdisciplinary programs include the Residents In Search of Excellence (RISE) program designed to enhance student success for residential students on academic probation. The program is currently operational in three of the college's seven residence halls with plans to expand the program to one additional residence hall in successive years beginning in 2016-17. Additionally, the campus wide Common Hour Committee, which was instituted in 2011, sponsors monthly themed based interdisciplinary programs which promote shared intellectual experiences for students, faculty and staff from across the campus community. Participation has increased each year, and this focused effort will continue to be a campus priority for future years.

SUNY Advantage

The Delhi experience continues to center on advancing the college niche as a center of applied learning. *Delhi emphasizes hands-on experiential, and applied learning in small classes.* Experiential learning is a hallmark of a Delhi education. In recent years, the levels of community service, applied learning and service-learning have grown rapidly. Academics and Student Life are collaborating on an effort to expand the number of faculty and courses engaged in service-learning. Release time is being awarded to a faculty member to serve as Coordinator of Service-Learning, with the goal of engaging at least five additional faculty members and two new community partners in such courses in conjunction with the O'Connor Center by May 2016. Part of this charge is to identify a mechanism to provide institutional support and recognition to faculty members who engage in for-credit service-learning projects.

Central to the success agenda is enhancing the college's position as a leader in applied and service-learning which is vital to providing graduates with an edge in preparing for both careers and citizenship. By developing a comprehensive Inventory of Applied Learning Opportunities, the college will be able to promote applied learning and service as essential aspects of the institutional identity. Deans and chairs have been charged with developing such an inventory in 2015-16 which will enhance the college's reputation by reflecting and promoting the wide array of experiential opportunities available to Delhi students. Over 500 students participate in internships each year. In calendar year 2015, over 1,900 students will engage in some form of applied learning through their courses, internships, practica, clinical work, cooperative experiences and capstone projects. The college intends to offer every full-time student a recognized applied learning experience.

Consistent with this focus, the Business Department is revamping its associate degree curriculum to better embed experiential, applied and service-learning opportunities. The program also intends to develop internship and service opportunities on campus.

The college is committed to establishing opportunities to engage students professionally, as well. Through the development of campus-based opportunities such as web engagement and communication internships in the College Advancement Office, high-volume baking internships through the College Association at Delhi, Inc., and event management internships through the Office of Student Activities, students have the opportunity to gain valuable, marketable skills that will assist them in advancing their careers. Additionally, the work that these students do on behalf of the college is invaluable in retaining a competitive advantage in the marketplace.

At the start of the 2015-16 year, the college embarked on its first year of four year intercollegiate athletic competition as a member of the United States Collegiate Athletic Association and National Association of Intercollegiate Athletics. This transition away from NJCAA athletics marks an important milestone in the college's evolution as a baccalaureate institution. The college plans to compete against solely four year institutions by fall 2017. Additionally, the college plans to increase its share of bachelor degree student athletes by 5% per year.

Moving forward, the college is committed to enhancing the experience of particular student populations. Students with various disabilities, EOP students, and veterans will receive additional support. Delhi sought and received grant funding to strengthen its transition program for EOP students and will be implementing this program in the coming year. Similarly, the Veterans Affairs Coordinator submitted a successful grant to the Student Veterans of America to fund dedicated space to meet the needs for veterans enrolled at Delhi. Access and Equity Services is introducing a summer transition program for eligible students. In each instance, the college intends to offer additional support that should improve retention and completion among students facing particular barriers and challenges.

Financial Literacy - Financial counseling is given to all new EOP students and incoming freshmen during Orientation. Financial counseling addresses student loans, credit awareness, and saving and

investing for the future. Topics include: 1) the different forms of loans as well as options for repayment; 2) how student loans affect credit reports; 3) the components that make up a credit score and how to obtain a free credit report yearly; and 4) the importance of establishing an emergency savings fund and saving for the future. In addition, workshops are offered annually for academic advisors who are encouraged to refer students to Student Financial Services to be counseled when making changes to their schedules, withdrawing from college or changing majors. The college plans to put a program in place to reach out to former students who are now/or should be in re-payment and may be showing signs of potential default to advise them of their options and resources available to prevent default.

Additional Credentials - Increased attention will be devoted to the creation of specialty certificates at all levels. These certificates will add value to the student's experience on his/her path to a degree. Academic programs are taking steps to develop recognized badges, certificates or tracks in fields such as Baking, Nursing Leadership, Residential Construction, and Human Resources. The Veterinary Science Technology program acquired a class IV therapeutic laser and is actively using it for clinical cases and to train graduates in its clinical use. Students will graduate with a certificate of ability to safely operate this dynamic new piece of clinical hardware. The program has also partnered with Cornell University and the American College of Veterinary Emergency and Critical Care to include Basic Life Support training into the curriculum. Graduates of the program will be certified in CPR: Basic Life Support by the American College of Veterinary Emergency and Critical Care. AAS graduates of the accredited and well regarded Culinary Arts program gain standing as Certified Culinarians. The program expects to deliver a certificate in Baking and Pastry Arts.

Employment and Earnings - Per the Strategic Plan, the college will *raise the profile of and resources dedicated to career development (and advanced degree opportunities)* and expand graduate surveys focused on employment results and alumni perspectives on their Delhi experience. Delhi administered its first complete survey of recent graduates six months after commencement in 2014. A 25% response rate showed that 92% of recent grads were employed either full or part-time. 78% of respondents indicated that their employment was closely related to their major. An annual survey reveals that the job placement rate of Construction Management students annually approaches 100% -- this is largely the outgrowth of alumni relationships and internship opportunities.

The Career & Transfer Services Office currently offers Career Cruising, an interactive online career exploration guide. In fall 2015 the college plans to add MyPlan.com, an online site that provides four individual assessments (personality, interest inventory, skills profile and values) designed to help students make well-informed decisions about their career path. The Career Services staff will work directly with Freshman Seminar and Student Success classes to embed the program into the curriculum.

Optimal Resume and College Central Network were introduced in spring 2014. Optimal Resume is an online resume builder that includes cover letters, portfolios and interviewing practice. College Central Network is an interactive online tool that links employers with prospective job candidates. A 2015-2016 goal is to have at least 500 new student and alumni accounts created in Optimal Resume and at least 1,000 new student and alumni accounts created in College Central Network. We also plan to increase employer registrations by 50%. Direct marketing efforts will commence in fall 2015.

The Career & Transfer Services Office offers program-specific job and internship fairs. The college is developing a more refined program of employer spotlights, where a small number of employers are invited throughout the semester to speak with students in a more personal, one-on-one basis. Student and employer feedback on the employer spotlight approach has been positive.

Business and Career Services is also partnering with the Alumni Association on an annual Alumni-Student Networking event that brings prominent alumni to campus to interact with seniors in a networking/social setting. The goal is to help students learn how to use similar skills to secure employment and eventual career advancement and to increase alumni engagement.

Inquiry

External Investment - Historically Delhi's sponsored activities and grant submissions have focused on various forms of applied research, curricular development and pedagogical improvement. These include successful submission of proposals to the Robert Wood Johnson Foundation, NYSERDA and the National Association of Home Builders. With the recent enhancement of its Grants Office, the college expects to submit applications for sponsored activities and faculty research. A newly hired faculty member is deeply engaged in an NSF grant and two Biology faculty members are engaged in research with colleagues from Binghamton University on the prevalence of ticks and tick-borne illness.

Hands-on Research and Entrepreneurship - As noted above, applied and service-learning are at the core of the Delhi student experience. The college is developing an ambitious Inventory of Applied Learning and its Institutional Research and Registrar's offices will work closely with SUNY IR to assure a comprehensive report.

Scholarship, Discovery and Innovation - The college Plan asserts that *SUNY Delhi will support scholarship and intellectual creativity*. Though this goal is aspirational, recently received data from the triennial Student Opinion Survey rank Delhi first in its sector in engaging students "in research or other creative projects under the guidance of a faculty member." In Environmental Studies, one summer research student has an article in press and two others have an article under review. In Veterinary Science Technology, eight students accompanied two faculty members to present on the attributes of the therapeutic laser at the Metro Region American Association of Laboratory Animal Science conference in September. The students will also be engaging in applied research in the use of the therapeutic laser in the treatment of chronic arthritis. A paper for publication is expected from this work.

With the addition of the Master of Science in Nursing degree comes the expectation of greater engagement in both pedagogical and applied research. As enrollment in the MSN increases so do both faculty and student research. The curriculum requires both Research Methods and Advanced Nursing Research. A proposal to add a Nurse Administrator track to the MSN was recently submitted. This will expand the number of students and faculty engaged in research.

SUNY Delhi continues to celebrate the academic achievement of its faculty and staff. In each of the last two academic years the college has held recognition receptions honoring the scholarly publications of over three dozen faculty and staff members. These include books, monographs, poems and other creative works, and literature reviews.

In recent years there has been a dramatic increase in the number and funding amount of professional development awards. Consistent with the Strategic Plan aspiration to *determine the faculty and staff annual participation rate in professional development opportunities and increase this participation rate through the development of funding to support attendance, through release time policies, and through resources to identify and catalog professional development opportunities*, the Provost's Office and the Office of Career and Business Services plans to double the amount available for these awards and increase the number of faculty receiving awards from 55 to 75 for 2015-16. Campus professional development funds often support assessment as scholarship initiatives to promote improved instruction.

Invited/Appointed/Service - Delhi faculty members are often both instructors and practitioners. In a number of applied fields, faculty members have authored well-received and widely used textbooks. Others -- in Culinary Arts, Veterinary Science, construction and building, photovoltaic and alternative energy, criminal justice, nursing and alternative energy -- commonly serve as competition judges or program evaluators and are consulted by state or regional accreditors, licensing and testing agencies, academies, and regulatory bodies. In these and other programs, the college explicitly seeks faculty members with industry expertise who are able to contribute to their professions as well as to the students'

experience. The college is presently seeking to promote and document faculty work in applying their expertise as consultants/content experts in their fields.

Engagement

Start-Up New York and Beyond - Delhi has an approved Start-Up New York Plan and has submitted two proposals seeking SUNY 2020 funding that link the college's curricula to local economic development.

Alumni/Philanthropic Support - The Strategic Plan established the following ambitious goals for 2015 through 2020:

- *Secure private gifts that will increase annual scholarships to qualified students to \$750,000.*
- *Achieve the SUNY average for percentage of alumni giving.*
- *Consistently rank among the top tier of SUNY Colleges of Technology in fundraising.*
- *Identify and build relationships with alumni and industry champions for each college program area or division to assist in strengthening program outcomes, identifying internship and employment opportunities for students, and underwriting operational and equipment requirements (5-year goal)*

Resource development is a major focus of the Strategic Plan. The Plan's goals include providing the institutional support and resources to increase overall philanthropic support and alumni giving, including conducting prospect research analysis of the advancement database, implementing a planned giving program, and securing a more robust online giving system. The college's Budget and Planning Committee identified prospect research as an immediate priority, authorizing funding in the college's FY2015-2016, and an RFP for Philanthropic Wealth Screening and Predictive Modeling was issued in August 2015. The College Foundation has agreed to support a five-year planned giving initiative. A formal contract with Crescendo for a comprehensive program that includes multichannel marketing, web and print services is in the final negotiation stage. In addition, the Foundation's investment management firm -- Bernstein Capital Management -- has committed to providing one-on-one assistance for individuals who show an interest in making a planned gift to the college. The Foundation is continuing to explore online giving solutions.

Data integrity, customized reporting and additional research are also keys to increasing support and engagement. To assist in this area, a professional staff position was added in order to allow development officers to devote more time to fundraising activities. College Advancement's strategic plan also outlines fundraising, stewardship and other activities designed to increase giving and alumni engagement.

Civic Engagement - The college adopted an ambitious set of goals consistent with the engagement priority. *SUNY Delhi will perform a needs assessment of the Delhi community using the comprehensive plan for the Town and Village of Delhi and develop programming in response to it (5-year goal).* The Plan also calls for the college to *maximize existing connections with local and regional governments and work toward additional co-sponsored events with outside organizations.* The college spearheads the Mayor's Task Force on Community Relations, hosts a community barbeque, and engages in dozens of service projects. Many of these projects make use of student expertise gained in their major field of study.

Workforce Development - SUNY Delhi's Career and Business Development Office provides high-quality educational and training opportunities to the local community and promotes workforce development across Delaware and the surrounding counties. Working with faculty and industry professionals, the Office specializes in trades-related and industry training offered on campus or at business sites and creates customized programs to meet the needs of business, industry, and the community at the regional and state levels. Currently the Office administers a NYSERDA grant that provides firms and workers with training in the installation and use of photovoltaic energy systems.

Cultural Impact - The New York State Summer School of the Arts for Theatre is housed at SUNY Delhi for a four-week period each summer. Select performances by students and guest actors are open to the general public. The college plans to sustain this fruitful and rewarding relationship which has now completed its third year. SUNY Delhi's Office of Student Activities offers cultural programs to enhance student life. Films, food festivals, wildlife demonstrations and more are offered during the academic year. Student clubs promote exposure to dance, theatre, fine arts and music performance. Cultural and artistic activities are often free and open to the public.

Community Service - The Strategic Plan calls for efforts to *sustain and expand the college's Carnegie award winning commitment to engaging students and faculty in myriad constructive service projects*. As noted in the introduction to this document, Delhi students perform over 20,000 hours of community service annually, coordinated largely through the O'Connor Center for Community Engagement. This includes work from students in majors who are able to bring their skills, knowledge, expertise and talents to improve life and facilities in neighboring communities. Consistent with this, Delhi will increase Co-Curricular Transcript utilization by 25% for each of the next three years. (N=101 for 2014-15)

The focus on service and experiential learning across the curriculum creates myriad benefits for the neighboring community. Among the joint student life-academic projects is the collaboration with the local community in undertaking a Complete Streets program to expand roadways and walkways to create an integrated and safe infrastructure for cleaner and greener transportation. This community-wide project has the potential to include students from across Delhi's academic programs. Applied Technology students may assist in the design, improvement/construction of better walkways, bike lanes, cut curbs and paved shoulders. Recreation and Physical Education students may sponsor campus and community events to promote fitness through walking and biking. Complete Streets features and practices the planning, design, approval and implementation processes for construction, reconstruction, retrofitting, maintenance, alteration or repair of streets, bridges or other portions of the campus transportation network whenever feasible.

Sustainability - The college has invested significant resources to enhance sustainability practices across the campus. The campus Green Team and student Sustainability Advocates have worked diligently to increase recycling rates throughout the campus community. The campus community is striving to increase recycling ratios across the campus to a consistent 20%, with small increases planned for outgoing years to reach the national average of 35%.

Economic Impact - SUNY Delhi is a major economic engine for Delaware County and the region and works directly with economic development leaders to achieve regional and state-wide priorities. President Vancko's appointment by Governor Cuomo to the Southern Tier Regional Economic Development Council is recognition of the college's leadership role. President Vancko regularly convenes meetings with business and industry executives who serve on the college's joint Start-Up NY and SUNY 2020 committee. The college has an approved Start-Up NY plan in place and has had discussions with potential partners. It is also working with officials to explore options to meet a regional shortage of lodging during the summer. As the first step toward that goal, a private corporation was formed in 2015 to operate student townhouses owned by a College Foundation subsidiary as summer rental units. The college golf course serves as a major regional destination for golf enthusiasts.

The college is Delaware County's fifth largest employer. The annual payroll for college, Foundation and auxiliary service employees totals nearly \$25 million, with 66% living in Delaware County or adjacent Otsego County. Purchasing local products, particularly food, is a campus priority to stimulate business growth and development. In 2015, nearly \$3 million was spent with vendors located within a 100-mile radius of the campus.

Section Three: Conclusion and Expected Impact on Campus

SUNY Delhi embraces the Excels agenda. Delhi is using the performance improvement plan to sharpen its focus on its mission, its market, and the quality of its programs. As noted, many of the metrics embedded in SUNY Excels are ingrained in the college's Strategic Plan. Further, the process of sharing the college's performance goals and benchmarks has engaged the faculty and staff in discussions about Delhi's future. Processes for better engaging the College Senate and Academic Council in identifying projects that merit submission for future performance and improvement funding are under discussion. Such funding opportunities are instrumental in meeting the ambitious targets outlined in these documents.

The performance improvement/SUNY Excels and strategic planning processes are aiding the college in articulating a clear vision with particular attention and resources being devoted to broadening and deepening high impact practices that clearly promote student success. The ambitious targets outlined in the appendices capture the aspirations of an institution that has articulated a strategy that will support modest enrollment growth, greater student success (both access and completion) through inter-campus collaboration, and a continuing focus on new applied and professional programs that couple employment opportunities and applied learning.

Progress in implementing the campus Plan and the Excels goals are presently being monitored by the president's cabinet. The most recent Student Opinion Survey (summer 2015) results indicate that Delhi is a sector and university leader in many areas, including quality of instruction, civic engagement and applied learning. The cabinet's most recent retreat (October 2015) centered on priorities and measures outlined in the Performance Improvement Plan, particularly in the areas of access, success and completion. The campus budget and planning process that directs resource allocation is being driven by these plans.

Major Goals:

- Attain an enrollment target of over 4,000 students through steady, measurable progress
- Improve overall level of selectivity without sacrificing access or diversity
- Attain completion rates at or above the sector averages
- Reach an annual fundraising goal of over \$1 million
- Expand Delhi's off site and online programs
- Expand Delhi's place as a center of applied and experiential learning