

ACADEMIC AFFAIRS



ANNUAL REPORT ACADEMIC YEAR 2011-2012

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EXECUTIVE SUMMARY

While this is *my* first year-end report, having joined SUNY Orange in July 2011, it is the seventh consecutive year-end report presented by the Office of Academic Affairs to the college community. This report details the reasons this institution enjoys an exceptional reputation within the community and the State. The faculty, staff, and administration at SUNY Orange have embraced an admirable combination of academic rigor coupled with nurturing student support that promotes intellectual growth and success, and I feel fortunate to have joined an institution with that focus.

The following pages capture a portion of activities within each area under the umbrella of Academic Affairs that speak to the commitment of the SUNY Orange faculty, staff, and administration both within and beyond the classroom setting. Our impact continues to be impressive as we reach students on two campuses, online, and at a variety of high schools and satellite locations within the communities we serve. In addition, Academic Affairs, during AY 2011-2012, expanded its institutional reach through oversight of the Office of Continuing and Professional Education (CAPE) as well as the lab school facilities, formerly known as Kindercollege, at both campus locations.

Listed below you will find highlights of AY 2011-2012 followed by greater levels of information reported from each unit within Academic Affairs. The year-end report provides an opportunity for self-reflection, where Academic Affairs can take inventory of our achievements and progress as well as consider new initiatives that best support our future.

General Highlights of AY 2011-2012:

- ❖ A large number of faculty and staff within Academic Affairs have been engaged in the Middle States Commission on Higher Education Self-Study, and I thank all of you for your contributions to this exhausting yet rewarding process.
- ❖ The College was awarded a SUNY Innovative Instruction Technology Grant for its proposal titled *Improving Student Performance in SUNY Orange Placement Assessment and Developmental Courses through the Use of Video Presentations*.
- ❖ The English and Math Departments continued the successful pre- and post-intervention program, providing students an added opportunity to move more quickly through developmental courses and into college-level courses.
- ❖ The renovated Tower Building on our Newburgh Campus opened to support faculty and staff offices in credit and non-credit programs as well as new classroom and student activity space.
- ❖ The Honors Program expanded its presence on our Newburgh Campus and will offer courses face-to-face and through video-conferencing technology to support this new effort.
- ❖ The Assistant to the VPAA for the Newburgh Campus conducted a review of the academic course schedule and provided the results to the Associate Vice Presidents who oversee the academic divisions.
- ❖ Under the leadership of Linda Fedrizzi-Williams and Dena Whipple, our chapter of Phi Theta Kappa, the honor society for two year colleges, experienced an increase in the number of SUNY Orange students inducted into this prestigious national organization.

- ❖ The 1,032 students enrolled in our Community College in the High School program in the fall of 2011 represented the highest enrollment of high school students since the program's inception.
- ❖ Work continued on a Public Health degree with collaboration through the Hudson Valley Educational Consortium and with SUNY Albany and SUNY Old Westbury.
- ❖ The new Interdisciplinary Studies Department developed coursework in the areas of Humanities, Sustainability, and Gender Studies, which were approved by the College's Curriculum Committee.
- ❖ The January 2012 faculty workshops provided academic-wide professional development opportunities in six subject areas pertaining to student success and classroom management.
- ❖ The Center for Teaching and Learning expanded its outreach through its implementation of the Faculty iPad Program, where 32 iPads were distributed to faculty and staff to enhance teaching and learning. In addition, CTL hosted the delivery of approximately 25 pedagogical and technology trainings for faculty, staff, and administration and over 30 one-on-one consultations with College employees.
- ❖ Academic departments and the Associate Vice Presidents continued to be actively engaged in the planning of the new Lab Schools and the Center for Science and Engineering.
- ❖ The VPAA and Associate Vice Presidents hosted meetings throughout the year with new faculty on a variety of topics, including portfolios for Promotion, Retention, and Tenure (PRT), assessment, classroom behavior, and advising.
- ❖ The VPAA and the Associate Vice Presidents proposed procedures for the College's Institutional Review Board, or IRB, which will launch in the fall of 2012.
- ❖ The Academic Policy Committee, in collaboration with the Office of Academic Affairs, revised the *Academic Grievance Procedures* for implementation in fall 2012.
- ❖ The Professional Awards and Recognition Committee established new procedures, created an annual timeframe for nominations, adopted new awards to pursue, and developed a rubric to allow for the selection of award recipients in a way that is fair and uses technology. This will make the selection process less burdensome for the Committee and better aligns with SUNY Chancellor award requirements and timeframes.
- ❖ The Planning and Budgeting for Institutional Effectiveness (PBIE) Committee, the Office of Academic Affairs, and IT have been working on substantial PIP modifications to make the system more user-friendly. While the timeline has been delayed, the project is ongoing and is scheduled for modification and pilot testing during AY13 with implementation in AY14.
- ❖ Academic Affairs supported two task-forces to explore: (1) best practices relating to the use of social media in higher education, and (2) institutional interest in undergraduate student research in collaboration with faculty following participation in the *Council for Undergraduate Research (CUR) Institute* held at Queensborough Community College. We anticipate guidelines regarding social media being further refined in AY13, and the College's first internal conference highlighting student research is being planned for spring 2013.

- ❖ Please join me in congratulating the 38 tenure-track faculty who were recommended for retention, 11 who were promoted, and 5 who were granted tenure.
- ❖ The Office of Academic Affairs, in collaboration with the Hudson Valley Educational Consortium, hosted an event with speaker Fred Hildebrand, from SUNY system administration, on approvals for new or revised academic programs with over 70 participants from the four colleges.
- ❖ The Office of Academic Affairs, through the VPAA, Associate Vice Presidents, Department Chairs, and numerous faculty and staff, continues to support the College's grant efforts and assisted with the application of many national and statewide grants, including NEH, Title IX, CTEA, NSF, Liberty Partnerships Program, and four SUNY Innovative Instructional Technology Grants.
- ❖ The embedded librarian program was piloted throughout the year, and the Library is now expanding its efforts. A website to support the initiative has been developed.
- ❖ A number of academic programs experimented with new student engagement initiatives, including the *Architectural Technology Program* which hosted an evening featuring student work, the building and flying of the Vin Fiz replica by *Engineering* students, expansion of the use of SIM technology in the *Nursing Program*, and the statewide *Occupational Therapy Assistant* conference held on our campus in fall 2011. These represent only a portion of the exciting opportunities for students hosted by a few of our academic departments.
- ❖ Interdisciplinary collaborations continue to benefit our students. One example is the partnership between the Criminal Justice and Diagnostic Imaging Departments who co-host a lecture by the local medical examiner.
- ❖ Under the leadership of Dorothy Szefc, and in collaboration with many academic departments, Cultural Affairs hosted fifty-nine events on our Middletown Campus for nearly 7,800 attendees, which included students, faculty, and staff of SUNY Orange as well as the community-at-large.
- ❖ The College successfully implemented a new Z grading policy during AY 2011-2012. This grade is designed to assist financial aid in distinguishing students who earned an "F" and those students who stopped attending class.

As you can see in this snapshot of activities, AY 2011-2012 was an extremely busy year for Academic Affairs. We should all be proud of our collective achievements, which we will continue to build upon together. Our Department Chairs and the faculty define this institution with amazing levels of commitment and dedication to their disciplines and to our students, and they inspire all of us through their efforts. The Associate Vice Presidents further enrich Academic Affairs through the many initiatives they support, and their commitment to the institution, their colleagues, and our students is unmatched. I want to thank all of the staff within Academic Affairs for their support and management of the many demands that are placed upon our offices throughout the year. Finally, I recognize that so many others throughout the College contribute to the work in Academic Affairs, and while I cannot name each person individually, please know that I appreciate you and the supportive environment that you help create at SUNY Orange.

Heather Perfetti
 Vice President for Academic Affairs
 September 2012

Thank you to the 2011-2012 Academic Leadership Team!

*Paul Basinski
Eileen Burke
Rosamaria Contarino
Lucinda Fleming
Mary Ford
Michael Gawronski
Flo Hannes
Cory Harris
Michelle Iannuzzi-Sucich
David Kohn
Ron Kopec
Suzanne Krissler
Maureen Larsen
Jennifer Lehtinen
Dr. Maria Masker
Michael McCoy
Stacey Moegenburg
Dennis O'Loughlin
Susan Parry
Judith Schwartz
Patricia Sculley
Patricia Slesinski
Roberta Smith
Fern Steane
Shelia Stepp
Linda Stroms
Mark Strunsky
Elizabeth Tarvin
Elaine Torda
Dr. Frank Traeger
Mary Warrener
Dena Whipple
John Wolbeck
Kathy Zurilla*

LIBERAL ARTS DIVISION

- Arts and Communication
- Behavioral Sciences
- Criminal Justice
- Education
- English
- Global Studies

LIBERAL ARTS DIVISION AY 2011-2012

Submitted by: Mary Warrener, Interim Associate Vice President

As we've come to expect, the year began with new faculty, new initiatives and new courses, but AY 2011-2012 also included a new VPAA, and new budget and construction challenges. A tight budget meant that conference travel funds were limited, but that didn't slow the pace of professional development both off campus and through the CTL. In spring 2012, relocation plans to accommodate the construction of the new Science and Engineering building took shape, and the year ended with the successful move of Sarah Wells faculty to other locations on campus, as well as the permanent relocation of the Writing Center from Harriman 109 to Bio Tech 362 and 364. Despite the stress that change, tight budgets, and moving invariably bring, faculty and chairs worked together not only to get through the challenges but to find the opportunities that they presented.

New courses and initiatives in Liberal Arts included the revamping of Introduction to Video Production, the introduction of Archaeological Field Experience, the approval of Eastern European and Russian History, the first offering of Constitutional Law and Criminal Procedure, and a new Summer College Readiness course from English: Summer Institute: Reading/Writing. The College's new Global Initiative: Health is well underway, and this year's Beacon Conference at Westchester Community College once again featured a number of distinguished Liberal Arts students.

The following report is organized according to the eight themes of the new 2010-2015 Academic Master Plan: Curriculum Development, Students, Under-Prepared Students, Technology, Facilities, Professional Development, Accessibility of Offerings, and Collaboration and Partnerships. It also includes the year-end reports of each Liberal Arts department: Arts and Communication, Behavioral Sciences, Criminal Justice, Education, English, and Global Studies.

CURRICULUM DEVELOPMENT

Departments continued to review, improve, revise, and expand course offerings this year, as well as to develop new initiatives. These included:

- ❖ Global Studies received Curriculum Committee approval to offer Intermediate Chinese 1 and 2 and Eastern European and Russian History, as well as played its usual pivotal role in the latest Global Initiative: Health.
- ❖ Behavioral Sciences offered Anthropology 104: Archaeological Field Experience in summer 2012.
- ❖ In addition to presenting its usual array of excellent musical and theatrical performances, Arts and Communication revised Introduction to Video Production initially in response to the need for a new television studio but found new ways in this revamped version to provide students with instruction in cutting edge technology and content.
- ❖ Criminal Justice offered a new course: Constitutional Law and Criminal Procedure, and continued to increase its fully online offerings through Angel.
- ❖ The Developmental Oversight Team introduced the Summer College Readiness Program, offering non-credit, intervention-style courses in both math and English and added a new course, Reading/Writing, to last summer's very successful Pre-semester Interventions.

STUDENTS

As in the past, departments continued to support student development in every respect, including advising and mentorship, sponsoring clubs, and exploring new ways to support students' academic success.

- ❖ In addition to its annual international trip during spring break, this time to France, Global Studies also began a new club, Historia, advised by new Newburgh faculty member, Greg Geddes. At the same time, Heidi Weber continued to serve as faculty advisor for the Civil War club, and Mike Strmiska became advisor to a new Jewish heritage club.
- ❖ Education continues conducting Cooperating Teachers Meetings at the beginning of each semester. These meetings are designed to facilitate understanding and cooperation between the College and cooperating teachers that are part of the Capstone field experience. Education faculty also used mid-semester course evaluations and an online field placement survey to ensure that they are meeting the needs of their students both on and off campus.
- ❖ In addition to its student clubs on both campuses and many guest lecturers, Criminal Justice also collaborated with English's Writing Consultancy Project to provide direct support to students in their research and essay assignments.
- ❖ English faculty member Andrea Laurencell participated in the "embedded librarian" project, which created a librarian presence in the Angel shell of her Contemporary Novel course in order to provide students with immediate library support with research assignments.
- ❖ Arts and Communication continued to mentor students on every level, including conducting art student field experience trips.

UNDER-PREPARED STUDENTS

This theme of the Academic Master Plan recognizes that under-prepared is a term that can be applied both to students who place into developmental courses and those who place into college-level courses but may not have the skills that fully prepare them for all the demands of college.

- ❖ The Developmental Oversight Team, comprised of the chairs of English and Math, the AVPs for Liberal Arts, Business, Math, Science, and Technology, and Enrollment Management, as well as the head of Learning Assistance, continued its work to help students who place into developmental courses successfully meet their reading, writing, and math requirements as quickly as possible. The developmental learning communities were offered for the third year in fall 2011, the Post-semester Interventions in writing and math were offered for the third time in summer 2012, and the very successful Pre-semester Interventions are also back for summer 2012. New for summer 2012 is the Summer College Readiness Program which combines the Pre-semester Interventions with a revamped, non-credit Summer Institute, offering four-week intensive courses in arithmetic and combined reading and writing.
- ❖ Behavioral Sciences' newest course, Anthropology 104: Archaeological Field Experience was included on the permitted course list for Basic Writing Skills to encourage students to engage in academic study on a number of levels.
- ❖ English is in the process of revamping their Reading Lab, to be renamed the Reading Center as of fall 2012, both to support students more effectively in meeting their developmental reading requirements and, ultimately, to offer reading support to students College-wide.
- ❖ Global Studies faculty logged many more office hours than required to help students needing assistance in their courses.

TECHNOLOGY

Division-wide departments continued to expand their use of instructional technology (including offering more DL and Web-enhanced courses through Angel and making use of smart stations in classrooms) and to explore the possibilities for using newer technologies, such as the tablet and SMART Boards, to enhance the teaching/learning experience. The Division as a whole has expressed a great deal of interest in the applications of tablets, especially for digital textbooks and in the classroom.

- ❖ Liberals Arts has eight faculty members participating in the Faculty iPad Program, which has supplied faculty with the most recent version of the iPad so that they can explore its instructional uses.
- ❖ Half of Global Studies' ten full-time faculty offer fully online courses.
- ❖ Criminal Justice developed yet another course to be offered fully online: Industrial and Private Security. This brings the total number to six.
- ❖ English emphasized the opportunities afforded by technology this year, including department presentations on the instructional uses of the iPad and the use of the department's Angel shell as a resource repository. The department also offered a new fully online course in summer 2012: PHL 220: Ethics.

FACILITIES

This theme acknowledges the importance of facilities to offering students a broad range of academic experiences. The new Lab School provides the perfect illustration of the role facilities play in the teaching and learning process.

- ❖ The Education Department continued to play a pivotal role in the design of the new Lab School, construction of which is nearly complete.
- ❖ Faculty in Global Studies, Education, Criminal Justice, and Behavioral Sciences were all relocated to other offices to make way for the demolition of Sarah Wells and the construction of the new Science and Engineering building. Arts and Communication also had to move classes temporarily out of two of their three studios so that construction in Harriman could commence.

ACCESSIBILITY OF OFFERINGS

The role of accessibility is of particular importance to a community college whose mission is to welcome students from a variety of backgrounds and circumstances. Simply put, enhanced accessibility allows the College to put more of its services within reach of its community.

- ❖ Like many departments in Liberal Arts, Global Studies continues to increase its online offerings, including Web-enhanced classes and additional fully online courses.
- ❖ Several Liberal Arts departments, including English, Criminal Justice, and Global Studies, offer a range of courses through the Community College in the High School Program (CCHS), making college-level courses accessible to high school students.
- ❖ Behavioral Sciences continues to support alternative scheduling options and is committed to taking full advantage of online communication with students.
- ❖ Education updated its website to provide students with the most current information possible and developed a number of evening course offerings to help students earn their Early Childhood Development AAS or certificate.

PROFESSIONAL DEVELOPMENT

As in previous years, faculty have extended themselves to participate in their professions by presenting, participating, writing, and leading. Despite the additional challenge of limited funding for conference travel, faculty continued to dedicate themselves to professional growth both as teachers and scholars.

- ❖ In Global Studies, Michael McCoy published two new essays and presented at the Pennsylvania Historical Association Conference, while Michael Strmiska signed two book contracts, and Vincent Odock and Abdel Farah are in the process of completing an economic impact study on the role of the College in the region.
- ❖ Diane Bliss presented her sabbatical (fall 2011) research to her colleagues, while Kathy Malia posted her paper on Webb Horton on the College website. Anne Sandor and Andrea Laurencell successfully completed the Quality Matters training for online courses, and several department members offered presentations through the CTL. In April, the department presented "Poetry on the Green," a day of poetry reading by students and faculty to celebrate National Poetry Month.
- ❖ Full-time Education faculty attended the NYSED Mandated Training. Education faculty also hosted a large number of guest speakers from schools or community agencies, while Jennifer Mirecki continued to serve on the Washingtonville Teacher Center Policy Board. The department also hosted the ALA Notable Children's Books Banquet this past May.
- ❖ In the Arts and Communication Department, faculty pursued a wide range of professional development activities. Among them, Jennifer Lehtinen served as State Representative for the Community Section Survey on the Status of Communication Education in the Nation's Community Colleges. Linda Fedrizzi-Williams was a guest speaker at Accepted Students Day, and Candice O'Connor completed graduate coursework in Theatre Management and Communication. Susan Slater-Tanner continued her post-graduate work in Museum Education at Johns Hopkins, and Chris Parker performed with his quintet at the SUNY Orange Jazz Festival and served as guest conductor for the All County Jazz Festival.
- ❖ Behavioral Sciences faculty continued to volunteer their time to interview and mentor prospective adjuncts.

COLLABORATION AND PARTNERSHIPS

The number of partnerships across the College's campuses and into the community continues to grow. The Community College in the High School Program served a large number of county high school students this year, while the Developmental Oversight Team continues its in-house collaboration to design and implement new programs and initiatives each year.

- ❖ A NY Council for the Humanities grant enabled Global Studies, in collaboration with FDR Museum, SUNY Dutchess, SUNY New Paltz, and a number of others, to offer several programs in different venues focusing on civility and incivility in contemporary public discourse.
- ❖ Behavioral Sciences continued to work closely and very effectively with local agencies to place Human Services students, while the department worked closely with the Orange County Land Trust to offer the Archaeological Field Experience course.
- ❖ Arts and Communication continued to collaborate with the Honors Program by providing mentoring for Honors Program Capstone presenters and by taping and editing their presentations. In collaboration with the National Sculpture Society, the Storm King Art

Center, participating artists and SUNY Orange faculty, staff, and students, the department helped present "Sculpture for a New Century" at the Newburgh Campus.

- ❖ In addition to collaborating with the English Department's Writing Consultancy, Criminal Justice faculty continued to serve as Honors Capstone Projects mentors and worked with the Vice President for Institutional Advancement to host a well-attended Criminal Justice Alumni Night.
- ❖ Education once again invited O-U BOCES (Career and Technical Education Center) Education students to tour the campus and participate in a number of activities, including Q & A sessions with program graduates and meetings with an Admissions representative.
- ❖ The English Department, through the Writing Consultancy, worked closely with faculty in Global Studies and Criminal Justice to begin offering more directed support to students in their research projects and writing.

ARTS AND COMMUNICATION AY 2011-2012

Submitted by: Mark Strunsky, Department Chair

During the 2011-2012 academic year, the Arts and Communication Department fulfilled its mission, offering academic courses and programs that help students prepare for transfer to four-year colleges and careers in art, communication, music, and theatre and providing enrichment to the College and community by presenting a wide variety of cultural events and opportunities. Many activities could be cross-indexed among the different categories within this report. We were especially active in the area of on- and off-campus collaboration, one of the great strengths of our department.

CURRICULUM DEVELOPMENT

- ❖ Ongoing curriculum review and revision to enrich offerings and enhance student success.
- ❖ Recruitment and mentoring of qualified adjunct faculty to insure consistency of course content and academic standards.
- ❖ **Art**
 - Graduated a record 17 Visual Communication and Graphic Design majors, spring 2012.
 - Ongoing, extensive exhibition and workshop series in Harriman Hall Student Gallery including:
 - “The Painter’s Process” – featuring oil paintings by student Malcolm Hope, fall 2011.
 - “Reflections of Tomorrow: A Decade Long Photographic Examination of Ground Zero,” fall 2011 (Slater-Tanner).
 - “Usable Body Decorations” – Recompositioned designer jewelry created from found objects in the spirit of sustainability, spring 2012 (O’Malley-Satz, *Design 2* students).
 - “What I Did On My ~~Summer~~ Winter Vacation: Winter Break Recollections” and open faculty/student discussion of the artistic process, spring 2012 (Giragosian, O’Malley-Satz).
 - “The Art of Emily Caroline” featuring work of student Emily C. Brown, spring 2012.
 - Presented *Dreams, Stories, and Allegories* – 8th Annual SUNY Orange Student Art Exhibition in Orange Hall Gallery, spring 2012 (Giragosian, art faculty, Dorothy Szefc).
 - “Student Drawings of Their Paper Sculptures” – *Introduction to Art* student show in the Tower Building Gallery, spring 2012 (Zola).
 - Development of three dimensional course content, AY 2011-2012 through fall 2012
 - *Sculpture for a New Century* project (Slater-Tanner).
 - Developed, obtained \$500 Sustainability Grant for, and offered special topics summer course *Sculptural Paper and Paper Making* in support of *Sculpture for a New Century* (cancelled for low enrollment) (Slater-Tanner).
 - Faculty visited Newburgh campus facilities in consideration of upcoming sculpture exhibit and restricted space in Harriman Hall resulting from construction, spring 2012.

- Faculty visited Storm King Art Center and Governor's Island to observe sculpture including works by Mark di Suvero (Storm King Art Center and City of New York partnership).
 - Ongoing enhancement of curriculum through frequent class museum visits and field trips (local and New York City).
 - Special topics *Sequential Art: Comics Illustration* converted to regular status, General Education: Arts course and approved as restricted elective in the Visual Communications program.
 - *Drawing 1* and *Color* students participated in Earth Day activities on Newburgh campus, creating banners and painting faces, spring 2012 (Sealfon).
 - Explored incorporation of animation and game design into the curriculum, AY 2011-2012 (Litow).
- ❖ **Communication**
- Revised *Introduction to Video Production* course incorporating new content and technology (digital field production replacing studio production), AY 2011-2012.
 - Ran Honors *Foundations of Communication*, AY 2011-2012.
- ❖ **Music**
- Maintained busy schedule of regular concerts and special performances: Chamber Ensemble, Chorus, Jazz Ensemble, Orchestra, Madrigal Singers, Symphonic Band.
 - Searched, hired, and mentored new vocal ensemble accompanist, Joel Flowers.
 - Established summer *Band* course in Newburgh including concert, summer 2011, 2012 (Scott).
 - Co-sponsored two-day jazz festival, fall 2011 (with Cultural Affairs).
 - Presented *The Styles of Latin Music* master class with percussionist Renato Thoms, spring 2012 (with Cultural Affairs).
 - Presented *How to Improve Performance* (H.I.P.) jazz master class, spring 2012 (Parker).
- ❖ **Theatre Arts**
- Productions
 - SummerStar Theatre presented *Crazy for You*, summer 2011.
 - 24-Hour Play Project, fall 2011 (with Anna Rosen, English Department).
 - *Funny, Strange, Provocative* – successful one-act play performance format pilot program. Prototype for future productions, fall 2011 (Schaefer, Theatre staff, The Apprentice Players).
 - *The Musical Adventures of Flat Stanley* (with performances for visiting elementary schools), spring 2012 (The Apprentice Players).
 - 5th Annual SUNY Orange Puppet Slam, spring 2012 (Parsons).
 - *Acting Fundamentals* and *Improvisation for the Theatre* class performances, fall 2011, spring 2012 (Cohen).
 - SummerStar Theatre will present *The Little Dog Laughed* and *A Grand Night for Singing* (Rogers and Hammerstein review) and sponsor children's theatre camps in collaboration with The Acting Out Playhouse, summer 2012.
 - Field trips to the Theatre Association of New York State (TANYS) and to NYC to attend Broadway theatre, AY 2011-2012 (Schaefer).

STUDENT SUPPORT

- ❖ Extensive and ongoing academic, transfer, and career advising and mentoring.
- ❖ Extensive, ongoing, and diverse performance and exhibition opportunities.
- ❖ Ongoing efforts to maintain and develop departmental scholarship opportunities including:
 - Raised money for scholarships through donations at music and theatre events.
 - Awarded two “Friends of Music” scholarships for fall 2012 (thanks to Professor Stephen Coccia).
 - Recommended recipient of Caitlin M. Hammaren Memorial Scholarship, spring 2012.
- ❖ Contributed to Honors Program Capstone projects (paper and presentation mentors, second readers, videography).
- ❖ Phi Theta Kappa (Fedrizzi-Williams)
 - Inducted 107 students into Phi Theta Kappa.
 - iPad 3 raffle raised \$3,600 for two PTK students to study this summer in Australia (Nursing) and China (Business), spring 2012.
 - Presented Winter Wonderland Dance to raise money for some inductees who could not afford membership fees, fall 2011.
 - Mentored student Britney Schoonmaker and accompanied her to Albany, NY where she won an All-USA Coca-Cola award, spring 2012.
- ❖ Conducted art student field trips at minimal expense (Art Faculty). Including:
 - On-campus galleries to view work and write critiques using textbook vocabulary, AY 2011-2012.
 - Lehman Loeb Art Center at Vassar College and the Dorsky at SUNY New Paltz to reinforce class work and visit four-year campuses for potential future study, fall 2011.
 - Storm King Art Center to view internationally acclaimed artwork unique to the Hudson Valley, spring 2012.
 - *Introduction to Art* student field trips to Dia: Beacon, AY 2011-2012.
- ❖ Sculpture for a New Century (Slater-Tanner)
 - Directed students to assist in podcasts, geotagged maps, web page, AY 2011-2012.
 - Installed student Meghan Maney's bronze sculpture in Morrison Hall to coincide with project in Newburgh.
 - Worked with student volunteers who will serve as Ambassadors of Art at June 5th opening event.
- ❖ The Apprentice Players (student theatre club) field trips to TANYS and NYC, AY 2011-2012.
- ❖ Continued to cultivate internship opportunities through *Arts and Communication Practicum* course.
- ❖ Departmental book giveaway, fall 2011.

UNDER-PREPARED STUDENTS

- ❖ Worked to make high academic expectations clear to students and academic advisors.
- ❖ Departmental emphasis on writing across the curriculum and an interdisciplinary approach in all academic areas within the department.
- ❖ Ongoing support for students lacking fundamental academic skills and study habits.
- ❖ Flexible lesson plans providing repetition, demonstration, individual practice time, alternative assessment strategies, etc.

TECHNOLOGY

- ❖ Acquired and implemented classroom technology in several Orange Hall classrooms.
- ❖ Maintained Orange Hall Theatre, Orange Hall media lab, and Harriman Hall television studio.
- ❖ Expanded use of Angel for web-enhancement of course content and online offerings.
- ❖ Expanded use of smart carts, SMART Boards, etc.
- ❖ Purchased state-of-the-art equipment for revised Introduction to Video Production, including new field camcorders, microphones, editing software upgrades to Final Cut Pro 10, green screen and new lighting kit. Initial use in fall 2012.
- ❖ Participating in Faculty iPad Program and exploration of curriculum-related iPad applications.
- ❖ Utilized technology in dedicated music classroom in newly renovated Tower Building.

FACILITIES

- ❖ Obtained and utilized a wide variety of instructional supplies and equipment to maintain and enhance departmental activities and service.
- ❖ Ongoing maintenance of 32 pianos for use in classrooms and performance spaces.
- ❖ Planned and implemented class scheduling and facilities revisions in preparation for construction of Center for Science and Engineering.
- ❖ Completed addition to Orange Hall Theatre control booth, fall 2011.
- ❖ Planned and implemented first phase of grant-funded conversion of Orange Hall piano lab to digital keyboard lab. Lab will be ready for piano classes in fall 2012.

PROFESSIONAL DEVELOPMENT

- ❖ Active faculty participation in departmental and Governance committees and advisory boards.
- ❖ Extensive faculty participation in a wide variety of college activities, workshops, lectures, etc.
- ❖ Ongoing faculty technology training including academic applications of the iPad.
- ❖ One full-time faculty member evaluated for promotion, spring 2012.
- ❖ One full-time, tenure track faculty member evaluated for retention, spring 2012.
- ❖ One adjunct faculty member evaluated for promotion, spring 2012.
- ❖ **David Cohen (Theatre Arts)**
 - One-act play *Fissures*, produced at SUNY Orange in fall 2011, performed at the Railroad Playhouse in Newburgh, spring 2012.
 - Improvisation performances (including SUNY Orange students) at the Railroad Playhouse.
- ❖ **Linda Fedrizzi-Williams (Communication)**
 - Attended New York State Communication Association Conference, Ellenville, NY, fall 2011.
 - Middle States self-study Steering Committee member, AY 2011-2012.
 - Committee member for VP/CIO search, fall 2011.
 - Guest Speaker at Accepted Students Day, spring 2012.

- ❖ ***Polly Giragosian (Art)***
 - Began Master of Library and Information Science online graduate program at Rutgers University, summer 2011.
- ❖ ***Darryl Hey (Music)***
 - Attended Music Educators National conference in Ithaca, NY, fall 2011.
 - Attended Connecticut Music Educators Association conference at Western Connecticut State University, fall 2011.
- ❖ ***Jennifer Lehtinen (Communication)***
 - National Communication Association – State Representative for the Community College Section Survey on the Status of Communication Education in the Nation's Community Colleges.
 - Member, Orange County Arts Council.
- ❖ ***Joe Litow (Art)***
 - Completed training in iMovie 11 and Final Cut Pro.
 - Participating in Faculty iPad Program.
- ❖ ***Susan Miiller (Art)***
 - Publications
 - Collaborated on *Online Communities, Critiques and Second Life Teaching in the Visual Arts*. In Proceedings of Society of Information Technology & Teacher Education International Conference, spring 2012.
 - Collaborated on *Intersections: Online and Face-to-Face Teaching in the Visual Arts*. Journal of Educational Technology Systems (pending).
 - Presented poster session at College Art Association conference, NYC, fall 2011.
 - Presented paper at SUNY CIT conference, fall 2011.
 - Numerous solo and group exhibitions.
- ❖ ***Candice O'Connor (Communication)***
 - Graduate course work in Theatre Management and Communication at Montclair State University.
 - Attended New York State Communication Association Conference, Ellenville, NY, fall 2011.
- ❖ ***Jacqueline O'Malley-Satz (Art)***
 - Workshops and labs at Women's Studio Workshop (Rosendale, NY) and R & F Handmade Paints (Kingston, NY), summer 2011.
 - Works included in exhibition at Old Beacon High School Artist Studios, spring 2012.
- ❖ ***Chris Parker (Music)***
 - Performed with the Chris Parker Quintet in SUNY Orange Jazz Festival, fall 2011.
 - Guest conductor for OCMEA high school All County Jazz Festival, spring 2012.
 - Presented *How to Improve Performance (H.I.P.)* jazz master class, spring 2012.
- ❖ ***Cabot Parsons (Theatre Arts)***
 - Completed live action animated film *Souris et Chat* with SUNY Orange students and other local artists. Exhibited at the Kunstleben Berlin Gallery in Berlin, Germany, spring 2012.
- ❖ ***Mary Sealfon (Art)***
 - Regional workshops and gallery exhibitions including "The Sky's The Limit" in Orange Hall Gallery, AY 2011-2012.
 - Taught three day portrait workshop at Middletown High School, spring 2012.

❖ **Susan Slater-Tanner (Art)**

- Ongoing postgraduate work in Museum Education at Johns Hopkins University. Completed online *Museum Controversy* class, spring 2012.
- Coordinated *Sculpture for a New Century* project.
- Attended Women's Studio Workshop for paper making in anticipation of teaching *Sculptural Paper and Paper Making* course.
- Chaired Assessment committee, AY 2011-2012.
- Participating in Faculty iPad Program.

❖ **Mark Strunsky (Music)**

- Participated in numerous on-campus training sessions, workshops, lectures, etc.

❖ **Dena Whipple (Art)**

- Coordinated CTL.
- Initiated Faculty iPad Program.
- Initiated College's *Magna Commons* subscription online professional development resource.

❖ **Martha Zola (Art)**

- ❖ Paintings included in the Kaplan Hall Center Arts Gallery "Energy Recital" show, spring 2012.

ACCESSIBILITY OF OFFERINGS

- ❖ Regularly insure handicapped accessibility for Orange Hall Theatre events.
- ❖ Extensive collaboration with Office of Accessibility Services to offer student accommodations.
- ❖ Expanded online course offerings and web enhancement of departmental course sections.
- ❖ Regularly "stretch" classes beyond normal enrollment caps to accommodate additional students.

COLLABORATION AND PARTNERSHIPS

- ❖ With Admissions for open houses and Accepted Student Day.
- ❖ With Cultural Affairs to support a variety of events including:
 - Two-day jazz festival featuring high-profile musical professionals, SUNY Orange students, and a workshop/performance involving high school students playing music by Tito Puente, fall 2011.
 - "Styles of Latin Music" master class with renowned percussionist Renato Thoms, spring 2012.
 - Dreams, Stories, and Allegories – 8th Annual SUNY Orange Student Art Exhibition in Orange Hall Gallery, spring 2012.
 - Co-hosted Paper Bag Players acting workshop, spring 2012.
- ❖ With Honors Program
 - Departmental course offerings, AY 2011-2012 (Department Faculty).
 - Mentors, second readers, and presentation mentors for Capstone students (Department Faculty).
 - Taped and edited Capstone presentations, spring 2012 (Fedrizzi-Williams, studio assistants).
 - Helped interview scholarship candidates and administrative assistant applicants, summer 2011 (Strunsky).

- Lecture on Hudson River School painters and tour of Storm King Art Center for Visions of the Hudson Valley Honor's seminar, spring 2012 (Slater-Tanner).
- ❖ Music
 - Choir and Madrigal Singers raised funds and sent needed items to troops deployed in Iraq and Afghanistan, summer-fall 2011 (Damaris).
 - SUNY Orange Symphonic Band members performed at Galleria at Crystal Run celebration commemorating Cal Rodgers' transcontinental flight of the Vin Fiz, fall 2011 (Scott).
 - SUNY Orange Community Orchestra Concerto/Aria Competition – high school seniors Eric Bjorkman (Monroe-Woodbury) and Michael Kolb (Newburgh Free Academy) selected as concert soloists, spring 2012 (Clark Moore).
 - Supported, through equipment loan, Greater New York Wind Symphony benefit performance for the Wounded Warrior Project at the Paramount Theatre, spring 2012.
 - Caitlin M. Hammaren Arts Institute Children's Community Chorus workshops and concert, summer 2011, 2012.
- ❖ Sculpture for a New Century (Slater-Tanner)
 - Liaison and coordination of all facets of the project with SUNY Orange administrative offices, faculty, students, The National Sculpture Society, Storm King Art Center, and participating artists.
 - Committee presentation to the Ogden Foundation (Storm King Art Center). SUNY Orange was awarded a sizable grant in support of the project.
 - Lectures on the value of sculpture to our community for the Orange County Arts Council.
 - Negotiation with Arts in Orange concerning publication of student work relating to the exhibition.
 - Negotiation with the Interactive Museum concerning offering sculpture workshops for children.
- ❖ Theatre Arts
 - Ongoing relationship with TANYs. Received five prestigious statewide awards for our 2010 production of Our Town, fall 2011 (Schaefer, Theatre staff, students, alumni).
 - SummerStar Theatre partnership with Acting Out Playhouse Summer Children's Theatre Workshop, summer 2011 and 2012.
 - Visiting Elementary Schools Program – 13 public and parochial schools attended SUNY Orange performances of Flat Stanley over four days, spring 2012.
 - Collaborated with Anna Rosen (English Department) on 24-Hour Play Project, fall 2011.
 - Collaborated with 4e Productions on premiere performance of Letters to Daddy: The Musical Key to Bully Free, fall 2011.
- ❖ Visual Communications
 - Student Ernesto Cortes won the Dunkin' Donuts Regional Art Competition. His design was featured on box tops throughout NY, NJ, and CT. Dunkin' Donuts donated \$5,000 in support of our program. Student Meghan Maney was one of nine finalists, summer 2011.
 - Student Edward Pasquale awarded \$250 for the winning poster design for the College's 2012 Global Initiative (Global Health), the first G.I. poster designed in-house.

- Discussion with O-U BOCES of existing articulation agreement and improving transition from their CTEC program to our Viscom program, fall 2011 (Joe Litow and successful former students).
- Students collaborated with Biology Department and Sustainability Committee on design and production of displays for campus sustainability gardens.
- Viscom students participated in statewide competition to design the logo/brand identity for New York State Organization of Bursars and Business Administrators (NYSOBBA). Student Emily Brown was a finalist.
- ❖ Various CTL presentations (O'Hara-Whipple and Department Faculty).
- ❖ Maintained ongoing relationships with the Orange County Arts Council and the Orange County Citizen's Foundation.
- ❖ Recorded, edited, and produced video of College events and activities; for Hudson Valley Consortium; for use as commercials on College website, AY 2011-2012 (Fedrizzi-Williams and television studio assistants).
- ❖ Maintained active liaison with SUNY Purchase Baccalaureate and Beyond program (Lehtinen).
- ❖ Participated in Human Resource's Workplace Safety Assessment project. Surveyed areas including Orange and Harriman Halls, fall 2011 (Strunsky).
- ❖ Participated in College's Adopt a Family holiday project, fall 2011.

The Arts and Communication Department will continue to face its challenges, take advantage of its opportunities, and fulfill its academic and cultural mission during the 2012-2013 academic year.

BEHAVIORAL SCIENCES AY 2011-2012

Submitted by: Cory Harris, Department Chair

In addition to our continuing duties of providing quality teaching and student and college service, the Behavioral Sciences department was involved in the following new initiatives and projects.

CURRICULUM DEVELOPMENT

The 2011-2012 academic year was active in terms of developing and assessing curriculum in the Behavioral Sciences department. Most of our efforts were directed toward the continued evolution of the Human Services A.S. degree and the new archaeological field class, Anthropology 104: Archaeological Field Experience.

Human Services

The Human Services program currently has 110 majors and graduated 16 students in spring 2012. Those numbers are fairly consistent with the last two years, though the number of graduates is steadily increasing.

During the academic year, the Behavioral Sciences Department conducted an assessment of the Human Services program. This exercise allowed us to reflect on the program's development and provided outside perspective through a meeting with a team of professionals invited to assist us with this review. While we are still awaiting the outside team's report, this experience was mostly heartening as we believe the Human Services degree is an important addition to the College's offerings—providing students with real world experience, incipient professional networks and easy transfer to four-year institutions.

The field placement component of the Human Services program has also provided students with opportunities that are not easily measured quantitatively. During informal surveys, students enrolled in Human Services 201 and 202 (the field placement courses) have responded that their experiences in those classes have been the most enriching and memorable in their college careers. Additionally, several students have been offered regular employment at the agencies where they have completed their field placement. The human services agencies that serve as field placement sites have also consistently reported their satisfaction with the developing relationships with our department and SUNY Orange.

Douglas Sanders is also developing a new course, Introduction to Counseling, to provide more field-specific options for Human Services students. This course would also be attractive to working professionals in the community, but not currently students, to augment their credentials. Dr. Sanders currently teaches workshops in counseling to area professionals, and they would be a natural audience, in addition to Human Services students, for the course. We plan to take the proposal to Curriculum Committee as early as possible in the fall 2012 semester.

In spring 2011, the creation of a "Human Services Coordinator" position was ranked through the PBIE process as a priority of the College. We hope funding for this position can be found as we believe that a single position can bring many of the disparate threads of the program together in a more focused way (we are currently relying on three tremendous adjunct instructors to do a great

deal of work in the program). A consistency of approach and vision will only advance our efforts in field placement, course instruction, faculty development and program marketing (this paragraph is a holdover from last year's annual report, but it remains important to the department, so we have retained it).

Anthropology 104: Archaeological Field Experience

In the fall 2011 semester, Cory Harris developed and proposed a new three credit course, Anthropology 104. This course was approved by Curriculum Committee in December and made available for registration in January. The field school will provide an opportunity for SUNY Orange students to experience archaeological fieldwork in a geographically and economically accessible manner.

In June of 2012, Cory Harris will lead a four week archaeological field school south of Warwick, Orange County, NY. The site location is on property owned and managed by the Orange County Land Trust (OCLT). OCLT is interested in preserving Orange County's natural and historical resources for future public appreciation. As such, OCLT has been tremendously helpful and supportive of this project. The department hopes summer 2012 will be the initial step in a long-term collaboration with OCLT. While future plans depend on the results from the 2012 field season, Cory Harris intends to offer the course at the same site in 2013.

Future Plans

In the spring 2011 semester, Geography was more officially placed under the Behavioral Sciences department. The College offers two courses, Physical Geography (GEO 101) and Human Geography (GEO 102), which are important requirements of many of the subprograms within the Education Department. During the 2011-2012 year, we were able to make available more diverse offerings of these courses, including evening and online sections. In the future, we hope to be able to hire a full-time faculty in geography that can teach both courses and potentially develop other lab-based geography courses.

One area that the department would like to express continuing concern is our lack of a tenure-track sociologist. We do recognize that the College's budgetary environment is poor and that our situation could be worse, however, we want to make clear our desire for the position to be reinstated.

STUDENTS

The Psychology Club continued to be active during this academic year. With the assistance of co-advisors, Christine Henderson and John Pernice, the club sponsored a number of activities, events and charitable efforts. First year instructor, Christine Henderson has established a Newburgh branch of the Psychology Club, which has collaborated with the Middletown branch and is establishing its own identity.

In coordination with Eileen Burke and Learning Assistance Services, two faculty members participated in a pilot project that places a professional tutor in the classroom. The tutor then arranges study session times outside of class to reinforce positive study skills with the hope of increasing student learning and success. Patricia Guallini's Psychology 101 participated in the program.

UNDER-PREPARED STUDENTS

Anthropology 104 was listed on the WRT 040 permitted list, one of only two courses so listed by the department. Because the course does not take place in a classroom, it is hoped that it might engage students that are typically turned off by the traditional classroom context. However, field archaeology is not all manual labor as an essential intellectual component continually informs the work. Because of this relationship between physical and intellectual work, the course could serve as a “gateway drug” to further academic study.

TECHNOLOGY

All full time faculty members are now Angel trained and we have begun to make all sections for those instructors Web Required.

Four full time and two adjunct department members are currently delivering fully online courses. Those teaching online regularly discuss the different nature of online teaching and exchange ideas about how to best approach the course.

Additionally, Stephen Coccia and Christine Henderson have received iPads through the College’s Faculty iPad Program. They will be experimenting with their use in their teaching over the 2012-2013 academic year.

FACILITIES

The biggest change for the department has been our recent move out of the Sarah Wells building, the home of some of our faculty for more than three decades. In mid-May, we moved into the Christine Morrison House. Because of the newness of the situation, we do not yet fully understand the impact this move will have on departmental activities. This is an evolving situation that will be much clearer in next year’s report.

We have tried to maintain office and classroom equipment to the best of our ability. However, throughout the year we have encountered several instances of instructional equipment missing from the rooms. If possible, we would like to see dedicated rooms for departments so that we can better and more accountably manage instructional equipment.

PROFESSIONAL DEVELOPMENT

This year the department continued its expanded recruiting efforts to find well-qualified day adjunct instructors. Interviews were conducted by teams of full-time professor volunteers. Candidates with little or no college teaching experience are being invited to sit-in on an evening section for one semester. During these classes, the potential candidate will be given opportunities to serve as guest lecturers, lead a discussion group and prepare/grade assessment opportunities under the guidance of a seasoned professor. If the potential instructor demonstrates the strengths and knowledge we are seeking, they will move through the process and be recommended to the AVP for a future adjunct position.

During the spring of 2012, Gary Pavek served as a teaching mentor for Jamie Frazier. Ms. Frazier sat in on all class sessions of Dr. Pavek’s section of Child Psychology. During this time, she was able to take advantage of learning from a seasoned college instructor. At the end of the semester, she expressed her excitement about teaching and how valuable the experience was for her.

ACCESSIBILITY OF OFFERINGS

As noted in previous sections, the department is committed to using online means of communication with students to their fullest extent. Also, the department would like to continue to find ways of offering students alternative scheduling options to increase access to courses. While a small thing, the department consistently offers Friday and Saturday only courses which appeal to students who work full time who are unable to make many other meeting times.

One unusual offering has consistently registered large numbers of students. In collaboration with the PTA program, we offer PSY 220 from 3:00-5:45pm on Wednesday afternoons. This meets the needs of PTA students with specific scheduling constraints.

COLLABORATION AND PARTNERSHIPS

As part of the Human Services program, we continue to maintain existing and cultivate new relationships with human services agencies throughout Orange County. This symbiotic relationship provides our students with valuable experience and the human services agencies with enthusiastic and interested interns.

In particular, collaboration with Petra Wege-Beers, Director of the Office of Career and Internship Services continues to be a wonderful success. Ms. Wege-Beers participation in securing off-site contracts and assisting students secure their field placement for the new Human Services degree was invaluable to the program's continued success. Ms. Wege-Beers is serving as an evening adjunct instructor to offer "off sequence" field placement. We now have more than 25 agencies under contract for students to choose from.

The proposed archaeological field school initiates a departmental collaboration with the Orange County Land Trust (OCLT). The OCLT is committed to preserving and interpreting land throughout the county and the field school will enrich the historic dimension of that interpretation. For the purposes of the archaeological field school, the OCLT owns many properties in the county, making many years of productive field schools possible.

PAST DEPARTMENT INITIATIVES RANKED BY PBIE PROCESS

The Faculty iPad Program mentioned above was partly instigated by a PBIE submission originating with the Behavioral Sciences and Global Studies departments.

CRIMINAL JUSTICE AY 2011-2012

Submitted by: Dennis O'Loughlin, Department Chair

CURRICULUM DEVELOPMENT

- ❖ The Criminal Justice program developed one new Distance Learning Course - CRJ 107 Industrial and Private Security. This will bring our total number of DL courses to six fully online (Criminology - CRJ 111, Criminal Justice - CRJ 101, Investigations 1 and 2 - CRJ 215 and 216, CRJ 103 - Understanding the Juvenile Offender and CRJ 107- Industrial and Private Security CRJ) and one Hybrid (CRJ 211- Criminal Law). Most of our CJ courses are web enhanced and our Criminalistics Course - CRJ 226 will be web required by the spring 2013 semester. We have targeted the fall 2015 semester to complete the development of a fully online component to our course offerings.
- ❖ We have completed a five-year program development project in which we intend to implement many of the recommendations that were suggested in our last program review that was completed during the spring 2012 Semester.
- ❖ As part of that five year program, we have eliminated CRJ 216 as a prerequisite for CRJ 226 - Criminalistics and we have developed one new course, "Constitutional Law and Criminal Procedure," which was offered as an elective in the spring 2012 semester.
- ❖ We have also implemented one of the recommendations that were suggested by our external and internal reviews and added Corrections, Probation and Parole - CRJ 113 and Constitutional Law - CRJ 115 to our AS in Criminal Justice Degree. These courses have replaced CRJ 216 - Investigations 2 and CRJ 109 - Critical Issues in Law Enforcement. These changes are part of our 5-year reengineering plan and were approved by our curriculum committee for implementation in the fall 2012 semester. We will be suggesting similar changes to our AAS Criminal Justice Police Degree in the 2012-2013 academic year. These changes are consistent with the Academy of Criminal Justice Sciences (ACJS) standards and represent the initial stages of the reengineering of our Criminal Justice Program.

STUDENTS & UNDER-PREPARED STUDENTS

- ❖ The Newburgh Criminal Justice Club and the Middletown Criminal Justice Club under the guidance of Timothy Zeszutek (Newburgh) and Robert Cacciatore (Middletown) sponsored several educational trips to local police department facilities and they arranged several presentations at both campuses by criminal justice professionals.
- ❖ Professor Cacciatore developed and conducted two Criminal Justice Group Advising presentations that were conducted for criminal justice students during the spring and fall semesters. Tim Zeszutek provided advising and counseling, at Newburgh, during the winter and summer breaks and attended multiple training sessions in preparation for those meetings.
- ❖ Janine Sarbak in conjunction with the Diagnostic Imaging Department has continued the program that was first initiated during the 2011-2012 academic year that has arranged for SUNY Orange students and faculty to visit the Medical Examiner's Office for the purposes of enhancing their knowledge of autopsies and emphasizing the importance of this step in the development of investigative cases.
- ❖ One of our students, Brittany Schoonmaker, was nominated for and received the Chancellor's award. Brittany also received the Sheriff's Scholarship Award. Another

criminal justice student, Crystal Decker, was awarded the Mid-Hudson Chapter of the American Society for Industrial Security Scholarship (ASIS) and was also awarded the ASIS regional scholarship as well.

- ❖ We are currently working with the English Department Writing Lab to improve the writing and research abilities of our Criminal Justice 101 students. One of the CRJ 101 classes was given a brief presentation by Professor Bliss from the English Department relative to common errors that students often make in the research and writing of their papers. We also arranged for them to have their work reviewed by the writing lab and Professor Bliss was available to assist students. We hope to enhance and continue this program in the fall 2012 semester.
- ❖ Some of the guest lecturers that we have secured for presentations on campus were: Tom Martin, former New York State Police Senior Investigator; Orange County Sheriff's K-9 Unit; Patricia Bodnar, Victim's Advocate; Patty Leo, SR. Probation Officer, Orange County Probation Department and the Chief Investigator from the Orange County Medical Examiner's Office, Dr. Steven Martello and James Foster, National and Private Security.
- ❖ We have continued working with the Library to increase our Criminal Justice holdings. This was a direct recommendation by the external review committee who visited our campus in the spring 2006 semester. Through this process, we have ordered several criminal justice books throughout the year. We have also worked with the librarian at Newburgh to increase our holdings at that location. This is an ongoing process.

FACILITIES

- ❖ The entire Criminal Justice Department has moved from the Sarah Wells Building to the Christine Morrison House. Since space is limited at this location we have modified some of our criminalistics storage space in the Bio Tech building to provide adequate space for the private counseling of students.
- ❖ Tim Zeszutek has worked closely with the architects of the Tower Building at Newburgh to ensure that the facility will be conducive for the presentation and demonstration of Criminalistics concepts and labs. We have also ordered the necessary equipment to maintain the highest industry standards for this course and we are currently working on a maintenance schedule to keep all of our criminalistics equipment operational.

PROFESSIONAL DEVELOPMENT

- ❖ Due to the lack of funding, we were unable to attend any conferences this year; however, we were able to maintain membership for all our full time professors/instructors in the Academy of Criminal Justice Sciences (ACJS) and the Criminal Justice Educators Association of New York (CJEANYS).
- ❖ All instructors completed Human Resources Online Training in such topics as Sexual Harassment and Violence in the Workplace. All our full time personnel have attended DL Training and several of our instructors have attended special training sessions relative to SMART Boards and iPad uses for the classroom.

ACCESSIBILITY OF OFFERINGS

- ❖ We are offering Criminal Justice courses at Newburgh, Middletown, and several CCHS locations, most notably at Port Jervis High School and Monroe-Woodbury High School as well as the New Visions Program at Goshen. We are currently exploring the possibility of offering courses at Warwick Valley High School.

- ❖ As noted earlier, we have increased our online courses and hope to be fully online by the fall of 2015.
- ❖ We have created flexible scheduling of all our classes that include several PM express sessions at both Middletown and Newburgh campuses.

COLLABORATION AND PARTNERSHIPS

- ❖ We collaborated with the Vice President for Institutional Advancement on the establishment of a Criminal Justice Alumni Night that was well attended by our students and alumni. This event afforded our students the opportunity to meet with many distinguished alumni, many of whom are currently working in the field of criminal justice.
- ❖ We recently collaborated with the Office of Educational Partnerships in the establishment of an articulation agreement with St. John's University which will provide for a seamless transfer of our AS in Criminal Justice graduates who are accepted into St. John's.
- ❖ We have collaborated with the English Department on a project to improve student writing and we hope to continue this project in the fall.
- ❖ Robert Cacciatore is currently working with a student from the Honors Program on their Capstone Project that is due in the 2012-2013 academic year.
- ❖ Tim Zeszutek delivered a presentation with Dr. Jean Cowan (Global Studies) on "The War on Drugs - Two Perspectives" at both the Newburgh and Middletown campuses. Robert Cacciatore and Tim Zeszutek collaborated with the Nursing Department on "Watchband - The Effects of Toxic Drinking," a presentation to students. Janine Sarbak collaborated with Ron Kopec of the Diagnostic Imaging Department and arranged for a presentation, at the Middletown campus, by the Chief Investigator from the Orange County Medical Examiner's Office. Tim Zeszutek presented, "Criminal Justice and the Bill of Rights," to Professor Sandra Graff's developmental reading class. Dennis O'Loughlin presented, "Racial Profiling and Stop and Frisk," to Professor Helfer's Social Problems class.

EDUCATION AY 2011-2012

Submitted by: Elizabeth Tarvin, Department Chair

CURRICULUM DEVELOPMENT

Accomplishments

- ❖ Participated in planning many aspects of the **Lab Schools**, including architecture, technology, and job descriptions.
- ❖ Elizabeth Tarvin and Jennifer Mirecki served on the Search Committee for the Executive Director of the Lab Schools.
- ❖ Brainstormed at department meetings and through shared documents positive ways to utilize the lab school to support our curriculum.
- ❖ Submitted and followed up revisions for eight (8) **JRTEP (Jointly Registered Teacher Education Programs)** course sequences to SUNY New Paltz on June 1, 2011. We are awaiting approval from SUNY. These revisions were prompted by SUNY New Paltz's change from separate B-2 and 1-6 programs to a dual certificate program. Beyond meeting the minimum New Paltz requirements, JRTEP is now designed to eliminate some unnecessary courses and provide a more streamlined course sequence structure.
- ❖ Developed and publicized **expanded evening course offerings** for Early Childhood Development and Care certificate and AAS degree programs to begin May 2012. The additional evening course offerings are designed for child care providers who work during the day and want to earn their certificate or AAS on a part-time basis after work hours. An informational meeting was held Thursday, May 3 to provide details about the part-time evening courses and to assist in the registration process for potential students.
- ❖ Conducted a day-long, off-campus **departmental retreat** on Thursday, May 31 to review the Early Childhood AAS curriculum. Class descriptions and student learning outcomes were reviewed. Discussions regarding duplication, gaps, pre-requisites, textbooks, and assessments were discussed. Plans for continued work in several areas were made to be accomplished by smaller groups.
- ❖ **Renamed EDU 109** from Fundamentals of Childhood Language Arts to Language and Literacy Development in the Young Child to more accurately reflect the content.
- ❖ Continued the successful **public "Drop In" option** for EDU 107, Mandated Training, in which people from the public sector can enroll through CAPE and attend a class session to receive each of the NYS certificates in Identification and Reporting of Child Abuse and Neglect and/or Intervention and Prevention of School Violence.
- ❖ Continued to purchase high quality children's fiction and non-fiction, teacher resource books and DVDs for the **Education Resource Room** (formerly located in Sarah Wells, currently located in Library 234), the Education Department Curriculum Resource Area in the Library, and the Hands-on Learning Lab in BT 251. These resources are used by the students and faculty for student teaching, research, projects and curriculum development.
- ❖ Continue to expand offerings and replace missing items in the Education Resource Room (now located in Library 234) and the **Education Department Curriculum Resource Area** in the Library. There has been increased student usage of both areas observed, due most likely to the increased holdings and to raise student awareness of these resources.
- ❖ Created educational and visually stimulating **bulletin boards** in BT 251 highlighting children's book authors and illustrators. Each semester, one instructor develops and

implements a bulletin board on an author or illustrator appropriate to early childhood education to help build awareness of children's authors among students.

Goals

- ❖ Work collaboratively with Lab School staff to integrate experiential activities at the lab school into the early childhood curriculum.
- ❖ Continue to work closely with Christine Work and the Institutional Assessment Office on **Program Assessment** for Early Childhood Development and Care AAS degree and certificate and JRTEP AA and AS degrees.
- ❖ Register the Early Childhood Development and Care AAS as an Evening Program through SUNY.
- ❖ Continue to research and create a **Teacher Education Transfer Template (TETT) AS program**, which would expand students' options by improving transferability to SUNY baccalaureate programs.

STUDENTS

Accomplishments

- ❖ Conducted end of **program exit survey** to assess students' experience during the early childhood program in many different aspects of their college experience.
- ❖ Continued to conduct **Cooperating Teachers Meetings** at the beginning of each semester. These meetings foster communication between the Education Department and the cooperating "host" teachers used for EDU 203 and 204 Child Care Curriculum Development and Field Experience 1 and 2, the Capstone courses for the Early Childhood and Development and Care AAS program. During this informational training session, the cooperating teachers receive a clear idea of the College's expectations as well as provide feedback to improve student progress in the field. Our Field Student Supervisor also continues to hold monthly phone conferences with each cooperating teacher.
- ❖ Continued to utilize and improve upon the **Online Field Placement Survey** developed in 2009 to provide more efficient placement of students in EDU 103, EDU 201 and EDU 202 in field sites throughout Orange County and some surrounding areas. This survey enables the Field Placement Coordinator to begin the placement procedure before each semester begins. It also allows students to start their observation hours in child care centers and public school classrooms earlier in the college semester, fostering overall success in their classes.
- ❖ Continued to administer a department-wide **Mid-Semester Course Evaluation** in which students are asked to anonymously comment on the most and least effective course aspects, what both the instructor and student might do to improve, and quality of the text, supplemental materials and assignments. Faculty review these, look for common elements, and, if applicable, adjust course features accordingly for the remainder of the semester. Students are able to reflect upon their own achievement in the class and perhaps make adjustments as well.
- ❖ Represented the Education Department at all College-wide **Admissions Events**, including Open House, Accepted Students Day and Registration events. Held Informational Meeting for expanded evening course offerings for the Early Childhood Development and Care AAS degree program.
- ❖ **Advised a large number of education students** with just two full-time faculty members, as the third regular advisor was on leave for the 2011-2012 academic year. (Each department member has over 70 "assigned" advisees but many who are assigned to other faculty chose to seek advisement from an education department member.)

- ❖ Jennifer Mirecki and Elizabeth Tarvin co-advised the student club **Future Teachers Association (FTA)** which met weekly on Tuesdays during the Student Activity Hour. This year, the club hosted guest speaker Megan McDonald, Education Correspondent for the Times Herald-Record, who spoke about the combination of NYS Education Department mandates and budget cuts and their effects on public school education. The club also hosted “Pi Day” with the Engineering club, during which students participated in a student-created Pi-themed Jeopardy-like competition.
- ❖ Provided coffee and refreshments for students during **the last week of classes** in the fall semester to keep up their morale during this stressful time.
- ❖ Communicated with **JRTEP advisors** in other departments to update them on the JRTEP curriculum and new requirements for transfer admission so they may provide students with the most accurate advising.

Goals

- ❖ Continue to hold the **Cooperating Teachers Meeting** bi-annually in August and January (before the beginning of the fall and spring semesters), and continue with monthly phone conferences in order to continue to improve the experience for AAS students in their Capstone course.
- ❖ Continue to utilize creative ways to provide **high quality advisement** to the large number of education students with three full-time faculty members.
- ❖ **Utilize a social networking site** such as Facebook for AAS and other Education Department graduates to stay in contact with instructors and one another. This could serve as an employment networking tool for graduates as well as a way for the Education Department to retrieve program feedback and field placement sites.

UNDER-PREPARED STUDENTS

Accomplishments

- ❖ Discussed ideas, at a department meeting and retreat, to help students who struggle in education classes. Ideas were more regular communication among faculty members regarding at-risk students, thorough advising sessions, a review of course content and written resources, and expanded experiential learning through partnership with the new Lab School sites.

Goals

- ❖ Develop a procedure for faculty members to **communicate with colleagues** regarding concerns about a student in an effort to assist the student more effectively.
- ❖ Assess how changes in upcoming required reading materials affect under-prepared students.
- ❖ Continue to use department meetings or to conduct special sessions to discuss **support of under-prepared students** and develop ways to improve student success.
- ❖ Work with **English Department** to understand ways to encourage college-level writing and research skills, possibly through modified rubrics.

TECHNOLOGY

Accomplishments

- ❖ Continued to incorporate **SMART Board technology** into daily class lessons in new ways through PowerPoint and Notebook presentations, conducting interactive activities, showing video clips, utilizing websites and modeling use of Banner and Angel.

- ❖ Designated additional education courses as **web optional or web required**. This designation goes beyond the courses taught by full-time faculty which are already web-enhanced or web-required.
- ❖ Expanded use of **Angel** to enhance courses via assessment tools, discussion boards, and blogs.
- ❖ Required students to use **classroom technology** which greatly advances their acquisition of technological skills required in the 21st century classroom.
- ❖ Continued to use three computers, a netbook, networked printer, Cricut die-cut machine and other technology in the **Hands-On Learning Lab** during class time for cooperative group research and projects, as well as outside the classroom for student advising sessions.
- ❖ Continued to use two **Flip Video cameras** to videotape student teachers conducting lessons in the field as well as videotape in-class activities for group reflection.
- ❖ Added a **webcam** to technology offerings in Hands-On Learning Lab classroom to enable students, instructors and FTA club members to interact with others through Skype.
- ❖ Attended meetings with IT Department staff to assist with selection of appropriate **technology** for the campus **lab schools**.
- ❖ Updated and revised **Education Department pages of SUNY Orange website** to include easy to access information, forms, links and project templates for potential and current students and host teachers in the field.

Goals

- ❖ Through the **Faculty iPad Program**, Elizabeth Tarvin will investigate uses of iPads in both early childhood settings, college classrooms, and during observations of student teachers. She will share what she learns with her department throughout the year and perhaps with Lab School staff as well.
- ❖ Faculty members will continue to expand their utilization of **Angel** to enhance classes.

FACILITIES

Accomplishments

- ❖ Elizabeth Tarvin represented the Education Department at the **SUNY Excellence Fair** held on October 18, 2011 at SUNY Purchase. The display and accompanying materials educated SUNY administrators and presidents about the theory and progress of the new Lab School being built on the Middletown campus.
- ❖ The Education Department successfully **moved its offices and Education Department Resource Room** to Library 220 and 234 respectively. As new office furniture was purchased for the department, space is more effectively organized and storage has been consolidated.
- ❖ Continue to add to the department's **Hands-On Learning Lab in BT 251**, which is a state of the art college classroom with a pre-school classroom in the back of the room. Notable children's books were added to the collection and a webcam was installed.

Goals

- ❖ Continue to investigate the possibility of eventually having an **Education Department office suite** in which faculty and the administrative assistant could have neighboring office space with privacy for the chair and instructors, as well as an area within or nearby for education students to study, use resources and work on hands-on projects together.

PROFESSIONAL DEVELOPMENT

Accomplishments

- ❖ Elizabeth Tarvin, Jennifer Mirecki, Katherine Sinsabaugh and Mary DeLara Gamory attended the NYSED **Mandated Training** refresher course in Albany on December 20, 2011. The course provides updates for faculty who teach the two certified Mandated Trainings (Child Abuse Identification and Reporting and Intervention and Prevention of School Violence) as part of EDU 107.
- ❖ Jennifer Mirecki attended the **NYS ACCESS** (American Associate Degree Early Childhood Educators) spring conference in Saratoga, NY on February 10-11, 2011.
- ❖ The Education Department once again hosted the ALA (American Library Association) **Notable Children's Books Banquet** on May 10, 2011. The workshop and dinner were attended by more than 50 area librarians, public school faculty and community members.
- ❖ Dianne Gersbeck continues to serve on a subcommittee to develop an **administrative assistants' handbook**.
- ❖ Elizabeth Tarvin's application was accepted for the Faculty iPad Program through the **Center for Teaching and Learning**, as well as attended training for its use in her role as teacher and department chair.

Goals

- ❖ Find appropriate training for the instructors who never attended the train-the-trainer workshop for the **SAVE (Schools against Violence in Education)** certificate training that we offer.
- ❖ Attend ACCESS, NAEYC conferences, and Nation Lab School Association conference, as time and money allows.

ACCESSIBILITY OF OFFERINGS

Accomplishments

- ❖ Developed and publicized **expanded evening course offerings** for Early Childhood Development and Care certificate and AAS degree programs to begin May 2012. The additional evening course offerings are designed for child care providers who work during the day and want to earn their certificate or AAS on a part-time basis after work hours. An informational meeting was held Thursday, May 3 to provide details about the part-time evening courses and to assist in the registration process for potential students.
- ❖ Updated and revised **Education Department pages of SUNY Orange website** to include easy to access information, forms, links and project templates for potential and current students and host teachers in the field.
- ❖ Continued to utilize and improve upon the **Online Field Placement Survey** developed in 2009 to provide more efficient placement of students in EDU 103, EDU 201 and EDU 202 in field sites throughout Orange County and some surrounding areas. This survey enables the Field Placement Coordinator to begin the placement procedure before each semester begins. It also allows students to start their observation hours in child care centers and public school classrooms earlier in the college semester, fostering overall success in their classes.
- ❖ Designated additional education courses as **web optional or web required**. This designation goes beyond the courses taught by full-time faculty which are already web-enhanced or web-required.
- ❖ Offered sections of courses at a variety of times and days of the week to **maximize the availability** to more students.

Goals

- ❖ Register the Early Childhood Development and Care AAS as an **Evening Program** through SUNY.

COLLABORATION AND PARTNERSHIPS

Accomplishments

- ❖ Elizabeth Tarvin and Jennifer Mirecki attended the O-U BOCES **CTEC student portfolio presentation** on June 7, 2011.
- ❖ Revised and renewed **articulation with Orange-Ulster BOCES CTEC** Childhood Education Program.
- ❖ Hosted the annual **O-U BOCES CTEC (Career and Technical Education Center) Education students** on March 26th which included 45 students and 3 instructors. Students received an overview of education programs, took a campus tour with an Admissions representative, participated in a question and answer session with two program graduates who currently direct their own child care centers and finally competed in a game based on lesson plan prompts.
- ❖ Participated in the **Pediatric Wellness Fair** for the third year, by creating an interactive, kinesthetic health game. The game was facilitated by education students.
- ❖ Attended JRTEP meetings at SUNY New Paltz.
- ❖ Jennifer Mirecki continued her membership with the **Washingtonville Teacher Center Policy Board**.
- ❖ Instructors hosted **guest speakers** from schools or community agencies including:
 - Ramapo Catskill Library System
 - Moffat Library
 - Washingtonville School District
 - Monroe-Woodbury School District
 - Age and Stages
 - RECAP of Western Orange County Head Start
 - Orange County Department of Social Services
 - Rockland County Fire and Safety Department
 - New York State Troopers
 - Times Herald-Record

Goals

- ❖ Foster a positive and close partnership with the **lab schools** via regular time spent in the lab school classrooms, communication between both groups, joint meetings, and joint professional development.
- ❖ Continue to develop and expand **Education K-12 Virtual Advisory Board** with representation from a variety of schools, especially those in geographic areas and grade levels now underrepresented.
- ❖ Complete **articulation agreement** with Mercy College.

ENGLISH AY 2011-2012

Submitted by: Patricia Sculley, Department Chair

SUMMARY

During the Academic Year 2011-2012, the English Department was led by two chairs yet seamlessly met any challenge presented by this transition. We have been able to mentor faculty, launch new initiatives, expand the Writing Consultancy, offer and take opportunities for professional growth -- all while maintaining the high standards upon which we pride ourselves.

CURRICULUM DEVELOPMENT

This year, the Department has continued to offer the Learning Community option for students with a Writing 040 and Reading 070 placement. This has been a successful initiative which has allowed students to move more quickly through required non-credit courses. We will continue to assess this offering with a view to expanding it. In addition, the Developmental Oversight Team and the Department have collaborated to re-vamp the Summer Institute. It will now be a combined writing and reading, non-credit, Summer College Readiness program offered to beginning students with either RDG 070 or RDG 080 along with WRT 040 placement. At its conclusion, students will be re-assessed to determine their readiness for Freshman English 1.

Pat Sculley and department members who teach reading met with AVP Mary Warrenner to discuss changes to the reading program. We will be moving toward more authentic diagnostic testing at the start of this academic year which will emphasize summary and response over multiple-choice, fill-in answers. This is being undertaken as a result of discussions in the Department 040 project group which noted the need for a greater connection between the reading and writing processes. This new method of assessment in RDG 070 and RDG 080 should provide a clearer indication of students' weak areas and lead to instruction more specifically targeted toward future academic success.

Goals

- ❖ Continue to develop new initiatives to enable students to achieve competency in reading and writing more quickly
- ❖ Review current course descriptions and SLOs in reading courses
- ❖ Continue to explore programs and strategies to successfully address students' varied academic needs

STUDENTS

The English Department continues to explore and implement strategies to enhance student learning, such as Enhanced Freshman English 1. This has become a staple of our offerings. Next year, we will discuss the feasibility of making this an option for students who request it. Because of the built-in support it provides, the department will determine if it is a means to potentially increase first-year student persistence and retention.

As in prior semesters, the English faculty took advantage of the fine library instruction offered by our College librarians. Students in courses ranging through the developmental to 200-level were

offered lessons customized to their instructors' research assignments. Instructor Andrea Laurencell worked with librarian Katie Jezik on an "embedded librarian" project for her Web-enhanced required novel class to assist them in required research. Susan Parry, Katie Jezik and Anne Sandor, will collaborate further on this project in the hope of fostering writing across the curriculum and library literacy in addition to research methods required for English papers.

Special Assistant to the Chair, Deborah Chedister, along with Pat Sculley and Diane Bliss, met with Registrar Neil Foley to evaluate a change in recording placement test results. This move to Google.docs should result in more efficient reporting.

A department committee (Anne Sandor, Andrea Laurencell and Stephen Meagher) has been working on compiling a customized 102 textbook. This text will be more targeted toward our department's expectations and should be less expensive for our students. The Department also began to investigate using e-texts for our courses.

One of our department members, Melissa Browne, will be participating in the SOARS Task Force – a campus-wide initiative to encourage and support research among our students. Melissa is also a member of the Beacon Conference Steering Committee.

The Technical Writing Lab has seen a busy year with number of student visits increasing to 1800+, and the Reading Lab and Writing Center also continued to serve our students in both developmental and college-level courses.

Goals

- ❖ Evaluate the proposed clarifications for Enhanced Freshman English 1 recommended last year
- ❖ Investigate more cost-effective textbook options
- ❖ Continue working with the College librarians on the embedded librarian project
- ❖ Continue to increase student use of department supported labs/centers

UNDER-PREPARED STUDENTS

In addition to our Learning Community offerings, the Department will again offer Pre- and Post-semester Intervention courses during the summer for students who have placed into Basic Writing 2. In an attempt to provide students with more opportunities to access these options, day and evening sessions are scheduled for Middletown, and, for the first time, one Pre-semester Intervention will be offered on the Newburgh Campus. As previously mentioned, the Summer Institute will become a reading/writing Summer College Readiness Program to provide an opportunity for these students to begin credit courses sooner.

The Reading Lab will be renamed the Reading Center and attempt to offer reading assistance to students both in developmental and upper level courses. In order to accommodate what we hope will be a greater student population requesting such support, the center will be supervised by the Developmental Mentor, Melissa Browne, and staffed with both an instructor and tutor(s) to assist students individually. This more closely follows the successful model set by the Writing Center.

Goals:

- ❖ Continue to assess the effectiveness of the Pre- and Post- semester Intervention offerings
- ❖ Trace the progress made by students who enrolled in and completed the Summer College Readiness Program

- ❖ Increase awareness of the reading and writing support available in the Writing and Reading Centers

TECHNOLOGY

At our October 31 department meeting, Mary Warrener demonstrated iPad technology and its use in the classroom. At the end of the spring semester, long awaited iPads were delivered to faculty members in the Department who participated in the department committee on uses of the iPad for instruction. In the next academic year, they will be experimenting with them in classroom applications.

The Department continues to expand its use of Angel and members are encouraged to use a department repository on this platform to exchange ideas. During the summer, Anne Sandor (Writing Consultancy Coordinator) plans to update as well as review the Department website, in particular the Writing Consultancy page.

Long-awaited improvements will be made this summer in the Technical Writing Lab. It will be outfitted with a ceiling mounted projector which will provide more effective and easier use of the SMART Board and complete the transformation of BT 260 into a smart classroom. Two replacement computers for faculty have also been approved.

Goals

- ❖ Assess the use of iPads for instructional purposes
- ❖ Maintain and update department computers and other equipment as needed
- ❖ Assess the online courses the Department currently offers
- ❖ Improve the Department's website and Angel repository

FACILITIES

As this semester ends, both the Department Reading Lab and Writing Center are undergoing physical changes to benefit students. The Writing Center will move to BT 362 and 364 near the Reading Lab in BT 360. The proximity of both centers of support should make it easier for students to access their services and see a greater connection between the two areas.

This is the current configuration of these two support services on the Newburgh Campus; however, both the Reading and Writing Centers on this campus are too small to accommodate larger numbers of students.

Goals

- ❖ Continue to maintain smart classrooms
- ❖ Explore possibilities for increasing space in the Newburgh Reading and Writing Centers

PROFESSIONAL DEVELOPMENT

Professor Diane Bliss has briefly shared with the Department her sabbatical research on writing programs and expectations in other two and four year institutions with a view to discovering what is emphasized in other freshman writing programs as well as investigating writing across the curriculum at our major transfer institutions. She has also gathered information from chairs and faculty and administered a survey to the College community to assess what our writing needs are at SUNY Orange. She will be reporting to us again in the next academic year.

A number of both full-time and adjunct faculty have attended Angel Training Workshops and numerous CTL offerings as well as presenting at the latter. These include Suzanne Altman, Takken Bush, Sandra Graff, Lynn Houston, Andrea Laurencell, and Anne Sandor, among others. Department members, Sandra Graff, Andrea Laurencell and Elaine Torda completed last year's Professional Development course, and Diane Bliss, Sandra Graff, Lynn Houston, Alex Jakubowski, and Andrea Laurencell have attended conferences pertaining to their academic interests and pedagogy.

Department members, Anne Sandor and Andrea Laurencell, have taken the training and are now certified in "Quality Matters." This gives them the expertise to assess an online course, and they will become our department resource for other instructors interested in developing and teaching hybrid and DL courses.

Assistant Chair Linda Stroms has continued the mentoring and evaluation of adjunct instructors. Non-tenured and new faculty have been mentored informally by senior faculty members and through the suggestions and assistance offered by members of their Department Evaluation Teams.

The English Department continues to support the Honors Program through offering seminars as well as in mentoring and reading Capstone Projects by several members, among them Geoffrey Platt, Alex Jakubowski, Melissa Browne, Mary Warrenner and Andrea Laurencell.

As in previous years, our department sponsored poetry readings during the month of April and expanded our recognition of National Poetry Month by initiating "Poetry on the Green," a day-long program of poetry reading by College faculty and students. Both events were coordinated by department members Diane Bliss and Amanda Stiebel.

Professor Kathy Malia posted her paper, "Webb Horton: A History of Webb Horton, Builder of the College Estate" on the College website, and adjunct instructor, Eileen Curtis Israel's short story, "The Yellow Wallpaper," was published in the anthology Legacies.

Goals

- ❖ Reinstate CCHS faculty mentoring and observations by tenured department members
- ❖ Develop CCHS and adjunct faculty training through department workshops and greater use of Angel
- ❖ Provide more opportunities for writing across the curriculum projects overseen by the department Writing Consultancy
- ❖ Continue to encourage and support opportunities for professional growth

ACCESSIBILITY OF OFFERINGS

Although the ESL reading course has had adequate enrollment in both fall and spring, the department offered ESL writing course has not. We will need to investigate why we are not attracting students to this course to make it a more viable offering.

We have continued to expand block scheduling opportunities, especially for those students placed into developmental reading and writing courses. An attempt has been made to work with the Math Department to schedule Learning Community classes around math offerings most needed by this cohort.

Currently, the Department has three full-time faculty members assigned to Newburgh along with a minimum of three additional full-time instructors who also teach on this campus each semester.

Another elective course will be offered this summer (Women Writers to be taught by Lynn Houston) to increase Newburgh students' opportunity to fulfill 200-level requirements there.

Goals

- ❖ Increase offering of distance learning courses
- ❖ Look to offer 200-level courses on a "rotating" basis at the Newburgh Campus

COLLABORATION AND PARTNERSHIPS

One of our most promising recent collaborations began this semester with the Global Studies and Criminal Justice Departments. Anne Sandor and Diane Bliss worked with Professors Mike McCoy and Dennis O'Loughlin to assist them with student writing in their CRJ 101 and HIS 131 courses. Various types of support were offered such as devising grading rubrics, formatting assignments, revising drafts, outlining and developing model papers. Next semester, writing across the curriculum efforts will continue as Anne and Diane collaborate with two chairs, Paul Basinski (Global Studies) and Cory Harris (Behavioral Sciences), working with them one-on-one on assignment development.

The Writing Consultancy will also develop and offer two workshops for students in other disciplines: one on evaluating and synthesizing sources; the other, on transitioning from MLA to APA documentation format.

The Department chair continued to serve as a member of the Developmental Oversight Team (DOT) to develop programs to address the needs of students placed into pre-college courses. This year's major initiative is a Summer College Readiness Program which will provide students with a WRT 040 and RDG 070 or RDG 080 placement the opportunity to re-test and register for ENG 101 in the fall.

On the Newburgh campus, reading instructor Sandra Graff invited instructors from other disciplines (Tim Zeszutek and Greg Geddes) to deliver lectures in criminal justice and history to her Learning Community class. The purpose of this was to reinforce student note-taking skills and introduce them to material and expectations of credit-bearing offerings.

The Department continued to partner with other groups outside the College community. During the fall 2011 semester, Anne Sandor delivered the keynote address for the Orange County wide "Read Poe" month at Sugar Loaf, and Pat Sculley presented a workshop at the annual "Fall into Books" conference sponsored by the Ramapo library system. In spring of 2012, Tony Cruz, Anne Sandor and Pat Sculley presented aspects of teaching the college research paper at the annual O-U BOCES Faculty Exchange which Deborah Chedister also attended. This gave us the opportunity to share strategies and expectations with high school and middle school English coordinators/directors from districts throughout Orange County. In addition, we were provided with information concerning the new format of the NYS English Regents exam and new Common Core requirements which will potentially impact our student placement and curricula. At the request of the Goshen Secure Center and working with Mary Ford, instructor Alex Kay will teach a WRT 040 course to inmates at the facility.

In her capacity as Faculty Association President, Kathy Malia networked with other colleges at the Presidents' Luncheon with College and Union Presidents in Albany, the NYSUT Higher Ed Council Meeting and the Community College Conference and Meeting. She also led a College team to lobby with legislators in Albany for more aid to community colleges.

Goals

- ❖ Increase opportunities for collaboration across disciplines through the Writing Consultancy
- ❖ Continue to partner with faculty outside the Department to offer inter-disciplinary activities for our students
- ❖ Continue collaboration with county high schools and community organizations

As my first semester as department chair draws to a close, I thank all the members of the English Department for their hard work and support during this transition. Linda Stroms (Assistant Chair), Deborah Chedister (Special Assistant to the Chair), Anne Sandor (Writing Consultancy Coordinator), and former chair, Alex Jakubowski have been incredibly helpful as I have been “learning” my job. My special thanks go to AVP Mary Warrener for serving as Interim Chair in fall 2011 and patiently assisting me in countless ways as I assumed this new role.

GLOBAL STUDIES AY 2011-2012

Submitted by: Paul Basinski, Department Chair and Michael McCoy, Special Assistant to Chair

OVERVIEW

The Department of Global Studies has completed another successful year serving students, colleagues and the community at SUNY Orange. Global Studies represents the areas of history, political science, economics and foreign languages. There are currently ten full time faculty and twenty adjunct faculty teaching for the department in the approximately 225 courses we offer during the academic year and in our two summer sessions. With an average enrollment per course of twenty students this means our “medium size” department services over 4,000 undergraduates per calendar year. Significant, and even more of an accomplishment, given the positive remarks I hear from many of these students about our classes, content and teachers; as opposed to the few—if inevitable—negative remarks that pass my desk. As noted in more detail below, our busy year includes running our courses; moving the entire department from the defunct Sarah Wells to our temporary home in Christine Morrison House; planning and implementing the Global Health and Civility and Democracy series; running our Field Studies courses and taking 40 participants to France over spring break. A busy year indeed!

CURRICULUM DEVELOPMENT

This area saw significant changes in 2011-2012. As we have noted in past reports, foreign languages are the foundation of any serious program in international studies. With that in mind, for the first time in the history of the College we successfully delivered Elementary Chinese 1 and 2 for credit. I had the opportunity to observe our adjunct Jinyu Yang teach a class and the experience was superb: she is dedicated, organized, thorough and caring. She makes the instruction of a very difficult language experience fun. To follow up on year one, Mike McCoy, Mike Strmiska and I successfully created and shepherded Intermediate Chinese 1 and 2 through Curriculum committee. This sequence will be offered next year. The department also discussed plans to teach Arabic for credit and I have reached out to a colleague at Vassar College—their Arabic specialist—who can put me in contact with a qualified adjunct when necessary. Nicole Shea at Newburgh continues to offer German 1 and 2, which had not been taught at the College for over a decade, until we reintroduced it last year. I am pleased with this growth in languages.

Mike Strmiska proposed a new course in Eastern European and Russian History which was approved by Curriculum committee and which will be taught in 2013. This fills a geographic and historical gap of rather long-standing that needed to be closed. Dr. Strmiska is an expert on the region. McCoy is delivering Medieval and Renaissance History as a Distance Learning course for the first time; Cowan is teaching both Elementary Spanish and Intermediate level Spanish as DLs for the first time. (More about this in technology section). Heidi Weber now teaches both U.S. History 1 and 2 as full Distance Learning courses. All this reflects how seriously we believe our curriculum should offer convenience for students who might not otherwise be able to physically visit our campuses.

Basinski has redesigned his Comparative Governments course to reflect the time he spent this year in the Middle East in Oman. The course will not focus on Comparative Democratization in the fall, instead on the history and politics of the Middle East. In the fall, Basinski will offer his Special

Topics course: Political Parties Campaigns and Elections for the third time, which means this special topics course will then permanently enter the College Catalog.

We also revisited our College Catalog course descriptions, some long in the tooth, and are in the process of officially changing and updating a number of these descriptions. We are also in the process of looking into renumbering certain courses so that these designations more accurately reflect the level and content of our courses. All this effort—and it is time consuming for busy faculty—has been undertaken to keep our degree program current, and to make certain that our numerous offerings are current and state of the art. Indeed they are, or will be, when we are through.

STUDENTS

It should go without saying that service to students is the cardinal function of the Global Studies department. As noted above, in a typical year, our instructors offer courses to more than half of the full and part time students who attend Orange. We do this in an atmosphere of mutual tolerance and respect evidenced by the low complaints I receive from students about our faculty. Our service to students implies strict professionalism in the classroom, classroom management skills and the ability to deliver up to date and college level content in all our courses. In addition to offering many courses of study on both the Middletown and Newburgh campuses, we also offer Distance Learning courses in a number of areas. As well, Global Studies faculty offer foreign language, political science, economics and history courses in our CCHS program, especially in New Visions where we serve excellent students, many who go on to first rate institutions. We are proud of the ways in which we provide superb and caring instruction to all our students. We provide all students in the region numerous ways to study with our superb teachers.

The department monitors the quality of service to students through faculty-course evaluations and the subsequent summary faculty provide me of these evaluations, and my follow-up visits with all full-time instructors in the department. We also added a number of new adjunct faculty this year and saw a handful leave us as well. Since adjuncts teach close to forty percent of our students, it's critical to make certain they are competent as well. As you can see, in my report, I'm stressing the student-teacher connection in the classroom since this is the main way to demonstrate that Global Studies is indeed student-centered and committed to quality in education.

Dr. Greg Geddes joined us this year. He began a new club—Historia—on the Newburgh campus, the first time we've had a history club there. Basinski continued to be faculty advisor for Student Political Awareness Club, students in this group were actively engaged in political events on campus. Weber continued to be advisor for our always popular Civil War club and was fully engaged in taking students on field trips, and other activities. Strmiska became faculty advisor for a club that promotes Jewish heritage and history on campus, as a student from Israel studying at Orange approached him to do so.

The faculty Basinski, Farah and Gutierrez also planned and executed a successful Field Studies trip to France over spring break. Nine students, 6 faculty and staff and 25 community members joined us in this venture. The trip went smoothly and we were able to visit Paris, the Normandy beaches-site of the D-Day landings- and the Loire valley. Next year's trip will be to Germany and Paris, run by Basinski, Geddes and Kontos. These are credit-bearing experiences, and the department is fully committed to maintaining these fantastic trips for our undergraduates, campus community and town folks as well.

Global Studies also ran the Global Initiative program on Global Health and the Grant-funded Civility and Democracy series. (Thanks to McCoy, Elaine Torda and many others for assistance). These extremely successful and well attended series of events throughout the academic year provided additional opportunities for students and faculty to collaborate together. These professional conferences held on campus give students a bigger bite of the academic apple and prepare them more thoroughly for transfer opportunities. Basinski also was a reviewer for the Beacon Conference of which a student from Orange, Alison Conrad, was asked to present at the conference this year at Westchester Community. A number of faculty from the department—Weber, McCoy, Strmiska—also either: taught honors seminar, or taught an honors course, or served as mentor for a Capstone paper. Global Studies and the Honors program continue to maintain a strong and vital relationship, serving the students in that area of the College.

In addition to the lengthy list above, we continue to advise students, hold regular office hours and most vitally: to maintain an open door policy. It is rare indeed to see a full or part time faculty with a door ever shut in the department. Rather, we are accessible to students not only in the classroom or during contractual office hours, but throughout much of the working day, too. Students only truly appreciate how vital this is when they leave for four year colleges and universities only to find how inaccessible many faculty are with their conflicting demands of research, publication and teaching.

As chair, I am pleased, nay proud, of the work our faculty accomplish for students.

UNDER-PREPARED STUDENTS

What is an under-prepared student? Presumably someone taking classes at Orange who is not able to do college-level work as determined by entry exams, faculty, and course by course requirements. We have seen the numbers of such students grow significantly the last decade, especially with incoming freshmen in math or English courses. Our informal department policy is not to compromise standards in our courses but to do all we can to help all students succeed. As chair, I leave this up to the professionals. That is, our instructors take differing approaches based on their experience and methodology. For students not doing well in our courses who appear to lack the skills, we make sure they are aware of tutorial services and any other areas of the College that can assist them. I personally approve a number of our students each year who wish to be tutors, making sure they have the grades and skills to assist. We also reserve office time for students who might otherwise not succeed without extra help. It should be noted that our faculty spend many hours working with students who are under-prepared for various reasons. I want to specifically mention Weber, McCoy, Strmiska, Gutierrez and Cowan, in this regard. Their offices adjoined mine in Sarah Wells so I was able to observe this directly.

TECHNOLOGY

Global Studies continues to make strides in being a cutting-edge department in deployment of technology in and out of the classroom. The future is wireless and tablets, that is a given. This past year, all full-time faculty received Kindles and used them to good effect. Basinski and Geddes received Kindle Fire tablets as a pilot program. McCoy and Weber received Apple iPads as part of the Faculty iPad Program to determine how useful they are. So far, there is no uniform College standard with respect to portable devices; when it emerges, we will be ready to adopt it.

All faculty use terminals in Hudson Hall; Weber is a heavy user of technology in the Gilman room. The Gilman room is being refitted to make it easier, and more reliable, to operate tech there. (It is

our premier location for teaching on campus, and a good example of how professionalization of the learning environment provides a more professional attitude among students.) When I observed Geddes teaching in the fall, I was pleased to see how well he made use of the SMART Board at the new Kaplan Center. All our courses in the department are, at a minimum, web-enhanced optional. Five of our ten full time faculty regularly teach DL courses through Angel. Weber this year did a CTL seminar on the use of technology through Angel in her classroom.

FACILITIES

Clearly, the most visible development in this area is the Department's move from Sarah Wells to the Christine Morrison House. Though in past years we worried that the move would be jarring and stressful, the faculty has more than taken this move in stride. Indeed, they have adjusted quickly to their new environment, an environment that seems to offer greater opportunities for camaraderie and collaboration. Trite though it may sound, the departments that inhabited Sarah Wells—Global Studies, Social and Behavioral Sciences, and Criminal Justice—were very much a family and already worked quite well together. Given this, we tend to think that the transition to our temporary housing in Christine Morrison House will prove quite positive, and will encourage our department—and those with which we share this space—to continue in our mission to provide high quality education and service to our students and community.

With this said, all change is an opportunity, and a challenge. The new building may create different dynamics for our temporary stay there, and, we hope, great collegiality. But as faculty who had separate offices are now sharing—some three to a room—we look forward to knowing, imminently, where our final destination will be.

ACCESSIBILITY OF OFFERINGS

The Department continues to develop new and successful ways of delivering course content and meeting the needs of its diverse body of learners. As in years past, we continue to develop our distance-learning and web-enhanced courses. This summer, and again in the fall, McCoy will be offering Medieval and Renaissance Europe as a fully online course. He has also made every course web-enhanced and plans to add a web component to each of his areas in the coming year. Cowan continues to lead the department in his web-related teaching. In addition to his already visible online presence, Cowan offered a highly successful hybrid version of his Spanish 101 course that can serve as a model to other faculty. In addition, Weber, Basinski, and Farah continue to regularly offer DL courses. Together, the department's efforts in this area have paid important dividends. Clearly, DL courses provide students around the region an easy way to access our courses. Moreover, such offerings are more sustainable, for they take advantage of the College's technological infrastructure while putting less stress on traditional facilities, roads and the environment. We have also reached out to our community of learners in a number of other ways. The department continues to provide travel opportunities for students, staff, and faculty and community members. Our trips are frequently full of all these groups and we make certain everyone has a chance to participate. We continue to participate with CCHS in the delivery of college courses to the areas high school students; and we give our senior citizens a chance to taste our academic skills through our continued work in the Encore Program.

COLLABORATION AND PARTNERSHIPS

This is always a strong area for Global Studies and this year past was no exception. Since 2007, we led the College in the development and planning of the Global Initiative (GI). Representing our

biggest partnership with other areas of the College as well as outside entities, academics and presenters, the GI continues to emphasize Global Topics as it attempts to weave the College community into a year-long exploration of history, politics, culture and debate. Following on the heels of our GI: Asia series we immediately began to develop a year-long look at Healthcare in the local and global setting. And thanks to the participation of faculty and contacts in the Health Professions, we have already offered a number of thoughtful and provocative events. Additionally, as in past events, we have worked closely with Dorothy Szefc and Nicole Shea of Cultural Affairs to plan and execute the GI. We've also worked with the Gilman Center to keep the name and reputation of Ben Gilman front and center. This year we sponsored our annual Gilman Lecture at which Paul Basinski offered a close analysis of the politics and economy of Oman—topics he learned firsthand through his time in the country during the Winter Break. The event went very well. McCoy and Basinski have also been working with Museum Village to develop a better connection with the institution and, hopefully, create an effective intern system that can allow students to experience archiving and public history firsthand. There is hope that such a program might blossom into a full-blown Museum Studies Certificate Program in the near future. With the help of grant-writer Eric Roth, a grant from the NY Council for the Humanities, and the partnership of the FDR Museum, SUNY Dutchess, SUNY New Paltz, and local politicians, activists and citizens, we offered a semester-long exploration of civility and incivility in modern American politics and society. Finally, Global Studies continues to work closely with Elaine Torda and the Honors Program to develop courses and mentor students.

PROFESSIONAL DEVELOPMENT

On this front, the faculty continues to excel. Strimiska remains active in the scholarly world beyond our campus. He has two book projects in progress, with contracts signed for *The Afterlife in Paganism: from Ancient Times to the Present Day* with Equinox Publishers, and *Unchristian Eastern Europe: Pagans, Jews, Gypsies and Muslims in Eastern European History* under preparation for Rodopi Press. He also published several book chapters or articles in the last year. "Paganism-Inspired Folk Music, Folk Music-Inspired Paganism: New Cultural Fusions in Lithuania and Latvia" was published this year as a chapter in *The Brill Handbook of New Religions and Cultural Productions*, edited by Carole Cusack and Alex Norman. His article "Romuva Looks East: Indian Inspiration in Lithuanian Paganism" was published in early 2012 as a chapter in the book *Religious Diversity in Post-Soviet Society: Ethnographies of Catholic Hegemony and the New Pluralism in Lithuania*, edited by Milda Alisauskiene and Ingo W. Schroder, Ashgate Publishing House. He also has an article titled "Eastern Religions in Eastern Europe: Three Cases from Lithuania" forthcoming in the *Journal of Baltic Studies* later this year. Additionally, Strimiska attended lectures and the Association for the Study of Nationalities conference at Columbia University in recent months, forging ties with Columbia and NYC area academics which may pay further dividends for our college community in the future.

McCoy has been quite busy. In October, he presented research at the Pennsylvania Historical Association Conference in Johnstown, Pennsylvania; and recently learned that the research, in a form of an article, was accepted pending revisions in the respected British Journal, *American Nineteenth Century History*. Additionally, he has published two essays, one ("The Margins of Enlightenment: Benjamin Rush, the Rural World, and Sociability in Post-Revolutionary Pennsylvania") in an edited collection entitled, *Sociability and Cosmopolitanism: Social Bonds on the Fringes of the Enlightenment*, and "Forgetting Freedom: White Anxiety, Black Presence and Gradual Abolition in Cumberland County, Pennsylvania, 1780-1838" in *PMHB: Pennsylvania Magazine of History and Biography*. Finally, he published a review article (*Hybridity and Creolization in Early Pennsylvania*) in highly respected cultural studies journal, *Eighteenth*

Century Studies. Together, this work demonstrates his abilities as a professional historian and provides a deeper understanding of history that he can bring to the classroom.

Odock and Farah are busy completing an economic impact study of the role of the College in the community/county/region; and Weber and Cowan have been active in attending conferences, presenting research, and developing important contacts for future publications.

With all of the above in mind, we look forward to a fruitful year in 2012-2013 when we return.

BUSINESS, MATH, SCIENCE AND TECHNOLOGY DIVISION

- Business
- Mathematics
- Biology
- Applied Technologies
- Science, Engineering and Architecture

BUSINESS, MATH, SCIENCE AND TECHNOLOGY (BMST) DIVISION AY 2011-2012

Submitted by: Stacey Moegenburg, Associate Vice President

BMST OVERVIEW

In the BMST Division, career bookends and milestones provide a framework to begin description of the 2011-2012 Academic Year. It was the swan song for two esteemed colleagues, Judith Schwartz and Fern Steane, both of whom retired at the end of the year. In her capacity as Mathematics Department Chair, Judith Schwartz oversaw a large and important department that has been committed to a cycle of assessment and improvement. Two initiatives that are detailed below (a robust Math Resource Center and redesigned accelerated summer interventions) represent her signature contributions to students and the College. During her time as Applied Technologies Department Chair, Fern Steane oversaw the transformation of Computer Information Technology offerings and the addition of Computer Science and Cybersecurity to the department. At a tumultuous time of rapid programmatic and technological changes, the department needed steady leadership and organization. Fern Steane provided both and so much more of her heart and soul. Their legacies will certainly be carried on by colleagues whom they have mentored and supported.

While difficult to wish well-respected, productive, and effective colleagues farewell, departure is balanced by arrival in healthy institutions. The College welcomed five new BMST faculty members who began their careers at SUNY Orange in fall 2011: Donna Avery (Mathematics), Joshua Lavorgna (Mathematics), Andrew Magnes (Science, Engineering and Architecture), Donald Urmstron (Business), Cartmell Warrington (Applied Technologies). The energy, enthusiasm and fresh ideas and innovation that new faculty bring to the institution are detailed below in several areas.

Meanwhile, three mid-career BMST faculty members serve as beacons and role models to junior faculty members with recognitions for their teaching excellence, outstanding service to students and their intellectual pursuits. Dr. Melody Festa (Biology) received the SUNY Chancellor's Award for Excellence in Teaching. Dr. Elizabeth White (Business) received the SUNY Chancellor's Award for Excellence in Teaching. John Wolbeck (Physics and Engineering) received the Norbert Gerbier-MUMM International Award 2012 for his contributions to a research paper which examines relationships between climate and the carbon exchange of land-based ecosystems to predict future levels of atmospheric carbon dioxide. He will travel to the World Meteorological Organization headquarters in Geneva, Switzerland on July 2nd, 2012 to receive the award during the 2012 Executive Council session, followed by a reception at the French Mission. The contributions from and examples set by these faculty members exemplify professional excellence.

There were many highlights and much progress was made in each of the main categories of the College's Academic Master Plan during Academic Year 2011-2012.

CURRICULUM DEVELOPMENT

Across the board, new faculty have brought ideas from industry into the classroom. A few examples to note include the reinvigoration of our Materials Science course, one that had not been offered in the recent past because of lack of expertise. Dr. Megumi Kinoshita has revitalized the course in the Science, Engineering and Architecture Department. In Applied Technologies, Christopher Rigby has implemented using bootable USB drives. One reward of such is enabling students to work in a

LINUX environment both in lab and at home. Another is the ability to incorporate state-of-the-art virtualization technology into multiple courses. In the Architectural Technology program, Andrew Magnes led students through an exploration of transit systems in suburban Orange County and challenged them to think differently about community, design and transit. Joel Morocho of the Mathematics Department continues to forge new paths utilizing technological tools to promote homework completion and submission in his Mathematics courses. Along a similar line, Donald Urmstron has incorporated online homework and quizzes as well as simulated online job searches and custom resume preparation and submission with his Business students. Dr. Damon Ely has sought grants to support and augment urban stream monitoring in General Biology 2, an ongoing research project within the course.

As part of the Mathematics Department continual cycle of assessment, there was tweaking of math course content to reflect findings of assessments. The department serves as a model for the whole division in that there is a culture of periodic assessment and subsequent modifications to address areas that need attention. The Biology Department is a model for effectively managing multi-section courses by annually reviewing uniform lecture and lab manual and materials. A concerted effort has been made to organize another multi-section course, Elements of Chemistry and Physics, in the Science, Engineering and Architecture Department this year as well.

The Middletown-campus stream, educational gardens and rain garden continue to be used in General Biology 2 and Environmental Conservation courses. An interdisciplinary Introduction to Sustainability course was approved by Curriculum Committee and is ready to be offered in AY 2012-2013 (spring 2013). Dr. Joseph Zurovchak worked closely with AVP Stacey Moegenburg to develop course content, sequencing and course materials.

While not a function of Academic Affairs or a BMST-specific area, it will be noted here that Sustainability Grants funded an awareness campaign at Newburgh Campus on Sustainability and gardening (speakers, contest). This is directly related to the Academic Master Plan goal of increasing the dialogue and offerings associated with sustainability at the College.

STUDENTS

A major collection of data was administered via the Community College Student Survey of Engagement (CCSSE), in which students in BMST courses were participants. The results are due in early fall and will be compared to the last administration (2009). The areas in which results are highly anticipated include students' sense of support and their use of computers in courses.

Serving students both in the classroom and beyond has been and continues to be a strength of the BMST Division. Almost all BMST departments maintain either open labs for student use or informal learning spaces for study groups or both (Applied Technologies is the only BMST Department that lacks an informal space for students to gather and study). AY 2011-2012 was the first full year of the Math Resource Center (aka Math Lab or Math Resource Room) being overseen by a full-time coordinator (John Rion). The rhythms of the academic year have been identified (i.e. peak demand in terms of timing and content) and offerings are being customized to meet the needs of students, e.g. review sessions at key points in the semester on major topics. The Biology Department's professionally-staffed student support facility, the BATCAVERN, experienced record usage this academic year.

In the Business Department, Daryl Goldberg (Accounting) led the expansion of the Voluntary Income Tax Assistance (VITA) program where students are trained to provide income tax

preparation to the community; this is so clearly a win-win situation and a superb professional development opportunity for students.

Existing clubs remain vibrant and active. They provide meaningful ways for students to engage with each other and their chosen career outside of the classroom. There was origination of two new clubs on Newburgh Campus. The Business Club was particularly active by sponsoring an employer panel, a speed interviewing techniques event, and, under the leadership of Terree Angerame, hosted a local hospital CEO presentation as part of the Global Initiative and began a club on the Newburgh Campus. Many clubs held, sponsored and competed in competitions where skills are honed and students can flex their intellectual muscles.

There is a commonality in club activities in the division: most clubs travel. This points to a real need for coordination of effort in the future. With some planning and forethought, busses could serve as the transportation for *multiple* clubs to major cities where each club can pursue discipline and interest-specific activities.

Some other notable examples of student support within the BMST Division include:

- ❖ Development of a study guide for Business Law (required multi-section course in several majors). Adjunct instructor Richard Guertin produced the document.
- ❖ Development of an Adjunct Faculty Handbook developed for the Mathematics Department by Michelle Tubbs. The project was an outgrowth of the in-house Professional Development course offered to faculty in May 2011. While not a document for student consumption, the information within will go a long way to help Mathematics adjuncts provide consistent advice and services to students.
- ❖ The Vin Fiz (airplane) scaled replication was completed, tested at an airfield and installed in Library lobby. The effort was led by John Wolbeck and the Engineering Club.
- ❖ Organization of the Inaugural Spring exhibit (Systems + Space) of Architectural Technology student work, attended by students, their families and friends and faculty and staff of the college. The faculty plan to continue this exhibit in the future.
- ❖ Pamela Rice and adjunct instructor Andrew Warren (Architectural Technology) received a CTL Innovation Grant for documenting a significant Orange County building (Chorley Elementary School in Middletown, designed by renowned architect Paul Rudolph and slated for demolition and replacement) by using innovative measuring and documentation technology.
- ❖ SUNY Orange sent three teams to the *Pace University Programming Contest for Community Colleges in the Hudson Valley* and our teams placed **first** and third, ousting last year's winners from the top position.

UNDER-PREPARED STUDENTS

Providing opportunities and services for under-prepared students continues to be a BMST priority and there are several areas to highlight.

BMST Division courses continue to top the list of courses for which students seek tutoring and departments continue to cooperate by recommending peer tutors to fill the need. Under the leadership of Eileen Burke (Learning Assistance Services) an experimental CTEA-supported Study Groups Initiative was continued. Four areas in the BMST Division were targeted: Business and Society (course), the freshman Architectural Technology cohort and Introduction to Biology (course) in Newburgh and Physical Science: Physical World (course). Professional tutors were embedded in courses and provided structured learning reinforcement and support each week.

Results were mixed; generally participation was disappointingly low while those who did participate reaped rewards. Participation of the Biology students was higher than in the other areas. The initiative will continue at a scaled-back level next year.

Recognizing the math skills deficits of students typically enrolled in Physical Science: Physical World, Dr. Megumi Kinoshita and Dr. Bill Stillmann (Physics and Engineering) worked with John Rion (Mathematics) to develop support modules for the course to reinforce math skills that will be needed during the semester. In the Mathematics Department, there was a faculty-led presentation on the benefits of using Math Quest.

Led by The Developmental Oversight Team (DOT), the Mathematics and English departments revamped three parts of the Summer College Readiness Program:

- ❖ Post-Semester Intervention – The program has produced mixed results. Math interest was low and student performance was not good. In AY 2012-2013, the Mathematics Department will consider discontinuance. (Writing results were very positive, see Liberal Arts Division section)
- ❖ Pre-Semester Intervention – The program is very promising. Summer 2011 students were tracked to determine performance in subsequent courses. Results were positive and encouraging. As a result, two sessions are being offered in summer 2012. If success continues, the department hopes to increase offerings to meet demand.
- ❖ Summer Institute for Developmental Arithmetic – The program will return to a non-credit format for remediation in arithmetic skills. Demand and success will be analyzed after the first offering in summer 2012.

The College sought and received approval for state aid FTE reimbursement for these three intensive offerings.

Finally, there was increased participation by BMST faculty in CTL offerings, which demonstrates a desire by faculty to share practices and techniques.

TECHNOLOGY

Faculty continue to embrace technological tools for use in the classroom. Eight BMST faculty are participants in the CTL-led Faculty iPad Program. Clicker technology is being utilized on a consistent basis in General Biology 1 and General Biology 2 (Jennifer Merriam and Damon Ely). Aware of the obvious correlation between homework and class performance, Joel Morocho (Mathematics) is utilizing a tablet/notebook to facilitate web-requirement in his courses to track homework. This tool enables Mr. Morocho to be more effective in reviewing and grading the homework submitted in the online format.

The Academic Associate Vice Presidents worked with the Office of Institutional Planning, Assessment and Research to develop new ODS Reports that will enable departments to track performance not only in courses but in their pre-requisites as well in order to establish correlations.

Overall in the BMST Division there was a concerted effort to replace and maintain academically-related equipment. Examples include:

- ❖ CTEA-funded computer lab replacement in BT 357 (Telecommunications and Computer Science lab)

- ❖ Business Department upgrade of all labs to MS Office 2010 and CTEA-funded tax software upgrade
- ❖ High-definition video camera was purchased for display of histologic specimens (Biology)
- ❖ Plotter and scanner upgrades in CAD Lab
- ❖ Adobe CS4 is now standard across both campuses in Applied Technologies labs
- ❖ Smart stations in all Business-related Harriman Hall classrooms upgraded PCs
- ❖ Faculty computer upgrades across the board
- ❖ Solar Equipment ultimately destined for the Solar Bus Stop was purchased via a grant administered by SUNY Ulster for use in courses now (Applied Technologies)

FACILITIES

In fall 2011, a considerable amount of time was spent by the AVP BMST and faculty in Biology and Science, Engineering and Architecture Departments providing feedback to and working with JMZ Architects on design of new Center for Science and Engineering.

In January 2012, the Tower Building reopened on the Newburgh Campus. In the BMST Division, this had the biggest impact on the Business Department, which is housed there.

In April 2012, the renovated Greenhouse (Devitt Center for Botanical and Horticultural Studies) was completed and dedicated. It is a lovely space for offering Ecology and Botany as well as new no-credit botanically-related offerings.

Progress was made in three departments on chair/stool replacement (a PBIE priority for several cycles) Biology, Applied Technologies and Business all received new classroom furniture.

Two Business faculty were relocated from the Sarah Wells building to Harriman Hall as a result of the pending demolition of Sarah Wells Building and subsequent construction of the Center for Science and Engineering.

The sudden announcement of the need to close Harriman Hall for summer 2012 proved to be challenging. BMST faculty and staff housed in the Bio-Tech Building were very gracious and cooperative in relocating their Harriman Hall (Math and Physics) colleagues into their offices and spaces. Likewise, displaced Harriman Hall faculty and staff have been good-natured and flexible with the move and changes to location of offices and classrooms.

PROFESSIONAL DEVELOPMENT

This academic year there was noticeably less attendance at conferences outside of the immediate region, which is attributable to the constraints on conference funds (i.e. no funds available for travel or conferences via the Division and departments). Despite the reduction in conference attendance, BMST faculty were busy with professional development in many other venues:

- ❖ Graduate courses
- ❖ Uptick in CTL participation and webinar participation
- ❖ Faculty iPad Program participation and enthusiasm from BMST faculty
- ❖ Consultation with industry (Thomas Stack, Christopher Rigby, Arlin Bartlett, Cartmell Warrington)
- ❖ Membership in professional organizations across the board keep faculty connected to their larger professions

- ❖ Partnerships and dialogue with local high schools continues via Faculty Exchanges, sponsored by the Office of Educational Partnerships.

ACCESSIBILITY OF OFFERINGS

All full-time BMST faculty have been trained to utilize our Course Management System, Angel. This has resulted in the increased support for students via Angel Shells for course-related material. The Business Department added an online offering of Computer Applications for Business along with two new hybrid offerings.

On the Newburgh Campus, there were increased offerings in afternoon or evening formats (extra Nutrition section, Physical Science: Physical World, Astronomy). The VPAA office is working on an analysis of offerings and needs in Newburgh. The Mathematics and Biology Departments continue to offer Saturday courses for students who cannot attend traditional offerings.

COLLABORATION AND PARTNERSHIPS

New this year, John Jay College approached SUNY Orange to help identify an instructor for their Prison-to-College program at the Otisville State Correctional Facility. Joel Morocho is teaching the course using John Jay's math curriculum. The West Nile Virus study continues this summer, led by Dr. Michele Iannuzzi-Sucich, in which students collect and identify mosquitoes at key locations around the county and samples are sent to a central lab in Albany for tracking of the West Nile Virus.

Dr. Melody Festa is leading a Partners in Excellence initiative – A STEM program originally offered out of SUNY Purchase and now being replicated and including SUNY New Paltz.

Articulation Agreements are reviewed and updated regularly. The SUNY Orange Computer Science program now has an articulation agreement with SUNY Potsdam.

The Orange County Land Trust and the Orange County Water Authority continue to be valuable friends and supporters of Biology offerings, providing assistance for equipment purchase and opportunities for site-specific learning experiences.

BMST departments partner with Cultural Affairs and Lyceum to provide offerings that compliment course content (Business, Engineering). Working with the Office of Career Services, the Business and Applied Technologies departments continuously seek exciting and appropriate internship opportunities for students.

OVERVIEW CONCLUSION

This overview highlights some new and noteworthy activities and accomplishments within the BMST Division departments. Individual departmental annual reports follow in which accomplishments and changes are documented and attributions to faculty and staff are noted.

BUSINESS AY 2011-2012

Submitted by: Suzanne Krissler, Department Chair and Lucinda Fleming, Assistant Chair

Faculty: L. Angerame, E. Brooks, B. Fiorello, L. Fleming (Assistant Chair), D. Goldberg, S. Krissler (Chair), S. Markovits, T. Stack, D. Urmston, J. Vondras, E. White, S. Winter **Staff:** A. Ruscher, N. George

CURRICULUM DEVELOPMENT

- ❖ Student Learning Outcome collection for every course in every business program with an opportunity to improvement during the next offering (all faculty)
- ❖ Student/Graduate Satisfaction surveys to gain insight from student perspectives about programs
- ❖ Textbook updates in Accounting, Tax, Salesmanship, and Marketing to keep current with changes
- ❖ Tax training and study sessions for student interested in volunteering time to do taxes for the general public. At least 30 people were serviced this year by our student tax volunteers
- ❖ Feedback from Student/Graduate Evaluations for Middle States. Curricular discussions and changes
- ❖ Feedback from Advisory Boards at the April 23, 2012 meeting
- ❖ Rich Guertin edited the student guide and the text for our Business Law textbook.
- ❖ Lucinda Fleming presented a Technology Revolution workshop in the CTL for incorporation in our courses.
- ❖ The Business Club presented “Speed Interviewing” to students campus-wide.
- ❖ Introduction of Microsoft Office 2010 by Maureen Larsen in the BUS 161 online course
- ❖ Don Urmston and Josephine Vondras were awarded use of an iPad to develop their coursework.
- ❖ Critical Thinking assessment and thoughtful feedback/improvement (Angerame)
- ❖ Z-Grade inclusion on all syllabi (all faculty)
- ❖ Addition of Cornwall H.S. sponsorship of two business courses within CCHS

STUDENTS

- ❖ Support of Franklin University Articulations for all business degrees—AS and AAS. Currently over 18 students transferred (all faculty)
- ❖ Open lab, HA 215, supervised by three work study students and open until 3:30 five days (Fleming, Krissler, George, Ruscher)
- ❖ Expanded office hours by adjuncts and full-time faculty at Middletown and Newburgh
- ❖ Use of program color cluster brochures—Business and Health Careers (Fleming, Krissler)
- ❖ Website development (Vondras, White)
- ❖ Member of Board of Inquiry (Goldberg, Krissler, White)
- ❖ Member of the Developmental Review Board (Angerame)
- ❖ Additional advising hours in summer 2011 and January 2012 (Angerame, Krissler)
- ❖ Business Club Advisors (Goldberg, White). Goldberg, Urmston and White accompanied students to Philadelphia club trip on May 15.
- ❖ VITA (Volunteer Income Tax Assistance) Program sponsorship (Goldberg, Krissler)
- ❖ Summer Institute (Angerame)

- ❖ I-Learn Panel for I-Connect, Newburgh Campus on September 13 (Angerame, Vondras)
- ❖ Accepted New Students Day, April 2012 (Angerame)
- ❖ Newburgh Open House, November 2011 (Vondras), May 2012 (Krissler)
- ❖ Middletown Open House, October (Angerame, Stack, Urmston), April 2012 (Stack, Urmston)
- ❖ Group Advising for Business Management majors in Newburgh (Angerame, Krissler, Vondras)
- ❖ New Newburgh Business Club (Angerame, Vondras). Terree accompanied students to the financial district club trip to NYC on April 22.
- ❖ Proposed new student club "Top of the Hill" (Fiorello)
- ❖ Advising letters to all majors, fall and spring semesters, re curriculum content and offerings (Fleming, Krissler, Ruscher, George)
- ❖ Academic Review and Appeals Board attendance and advisement, January and May 2012 (Angerame, Fiorello, Goldberg, Krissler, Markovits)
- ❖ 20 departmental awards for the 51st Annual Award Convocation (all department faculty)
- ❖ Copies of textbooks on file in the Library, both Middletown and Newburgh campuses (Ruscher)
- ❖ Business Club's Employer Panel Discussion with students (Goldberg, White)
- ❖ Presentation through CIDE for Black History Month (Fleming)
- ❖ Presentations to Students involving Cultural Affairs (Goldberg, Stack)
- ❖ Presentations to Students involving Global Initiative—Healthcare (Angerame)
- ❖ Adopt-A-Family involvement with Business Club Students
- ❖ Commencement Committee and Graduation Marshall (Winter)
- ❖ Sponsored a business grad for the BEAM scholarship (Krissler)
- ❖ Creation of the Edward J. Meyer Memorial Scholarship for business majors

UNDER-PREPARED STUDENTS

- ❖ Learning Community involvement (Angerame)
- ❖ Business and Society tutor in class and in tutoring hours (White)
- ❖ Developmental Ed Standing Committee membership (Angerame)

TECHNOLOGY

- ❖ Microsoft Office 2010 lab and faculty offices
- ❖ Two faculty desktops
- ❖ Seven Smart stations in classrooms
- ❖ Installation of "Paper Cut" in HA 215 open lab
- ❖ Angel shells in most coursework
- ❖ CTEA Update on 2011 grant for new tax software (Krissler)

FACILITIES

- ❖ Installation of a phone and an Omni Lock in HA 207A
- ❖ Preparation of a faculty office in HA 212A
- ❖ Computer classroom chair request for repairs as needed

PROFESSIONAL DEVELOPMENT

- ❖ Completion of three credits through the Leadership course (Angerame, Fiorello)
- ❖ Completion of 12 graduate credits toward professor rank from Adelphi University (Brooks)

- ❖ Completion of 9 graduate credits toward professor rank from Capella University (Fleming)
- ❖ Attendance at CTL “It’s in the Cloud” on October 25, 2011 (Angerame, Krissler, White)
- ❖ Attendance and membership at BEAM (Business Educators Association of Mid-Hudson) conferences in November 2011, April and June 2012 (Krissler)
- ❖ Attendance at NYSUT community college conference in Cooperstown, October 28-30 (Goldberg)
- ❖ Attendance at CTL “The iPad in Higher Education”, November 15 (Angerame, Krissler)
- ❖ Attendance at CTL “Google Documents” in November (Fiorello, Haring-Robinson, Krissler)
- ❖ Attendance at CTL “SMART Board Basics”, February 6 (Angerame, White)
- ❖ Webinar attendance “The Other Side of Assessment”, November 17 (Angerame, Brooks)
- ❖ Webinar attendance “Facilitating Study Groups”, February 17 (Angerame)
- ❖ Attendance at five all-day training sessions for tax preparation in January 2012 (Goldberg)
- ❖ Attendance at CTL “iPad Essentials”, March 13 (Fiorello)
- ❖ Attendance at CTL “Faculty Sharing Sessions”, March 14 (Angerame, Fleming, Krissler, White)
- ❖ Facilitator at CTL “Surviving the Technology Revolution”, March 14 (Fleming)
- ❖ Attendance at CTL “Developing Undergraduate Research at SUNY Orange”, March 26 (Fleming)
- ❖ Attendance at Global Initiative on Healthcare, March 26 (Angerame, Brooks, Colonna, Fleming, Krissler, Ruggles, Thayer)
- ❖ Attendance at the NBEA Conference, April 5-7 (Krissler)
- ❖ Attendance at workshop “Civility in the Classroom”, April 20 (Krissler)
- ❖ Attendance at the Middletown Business and Professional Women meeting (Goldberg)
- ❖ Attendance and membership at BOCES Craft Consultant conferences (Krissler)
- ❖ Attendance and membership at monthly Academy of Finance meetings of Middletown and Pine Bush High Schools (Fleming, Krissler)
- ❖ Attendance at the April Society of Human Resource Managers (SHRM) meeting (Fleming)
- ❖ Sarbanes-Oxley compliance activities and analysis for DIME Bank (Stack)
- ❖ GAAP and SEC compliance design for DIME Bank (Stack)
- ❖ Incorporation of professional subscriptions into classroom: Wall Street Journal, Business Week (Vondras), Administrative Professional Today (Krissler), Wall Street Journal, Chronicle, NY Times (Winter, White), Fortune Magazine (White), Fast Company (Fleming)
- ❖ Professional memberships in NYSSCPA (Vondras), AICPA, Business and Professional Women’s Club of Middletown (Goldberg), EBEA, NBEA, BEAM, ABC (Krissler), PICPA, AAI American Association of Individual Investors (Stack), NBEA, EBEA, BEAM, AAUW (Fleming), NBEA, AAUW (White, Fiorello), NBEA, APICS, AAUW (Angerame), Academy of Management and American Society for Quality (Winter), BEAM (Brooks)
- ❖ Angel training (Urmston)
- ❖ Attendance at the Mid-Hudson Association of Women in Higher Ed on April 20 (Angerame)
- ❖ SUNY Chancellor’s Award for Excellence in Teaching (White)
- ❖ ACBSP Excellence in Teaching Award Nominee (White)
- ❖ Adjunct and new faculty mentoring (Angerame, Krissler, White)

ACCESSIBILITY OF OFFERINGS

- ❖ Two additional hybrid offerings—Accounting Principles 1 and Managerial Accounting (Stack)
- ❖ Additional online training for future coursework (Borko, Colonna, Fiorello)
- ❖ Continued hybrid offerings: ACC 101, ACC 154, ACC 111, ACC 205, ACC 220, BUS 161, BUS 203, BUS 220, MGT 203, OFT 106 (Fleming, Krissler, Seiss, Stack, Vondras, White)

- ❖ New online offering: BUS 161 (Larsen)
- ❖ CEP Program with Middletown Academy of Finance (Fleming, Krissler)
- ❖ Continued new internship opportunities (Wege-Beers, Colonna, Fleming, Krissler, Vondras)
- ❖ Continued updates on Department website and Catalog (Vondras, White)
- ❖ Information Literacy infused in almost all business coursework via Angel or Smart station or SMART Board usage, both campuses
- ❖ Critical Thinking infused in various coursework

COLLABORATION AND PARTNERSHIPS

- ❖ Middle States Steering Committee (Angerame)
- ❖ Middle States Working Groups: Standard 1 and 6 (Brooks); Standard 7 (Stack); Standards 10,11, 13 (Angerame, Fleming, Vondras)
- ❖ 2012 Leadership Conference (Angerame, Stack)
- ❖ SUNY Orange Marketing Committee (Fiorello)
- ❖ Global Initiative on Healthcare speaker sponsorship (Angerame)
- ❖ Franklin University Alliance, two campus visits (Fleming, George, Krissler, Ruscher)
- ❖ Conducting the CCSSE survey (Brooks, Finn, Goldberg, Guertin)
- ❖ CCHS – ACC 153 Financial Accounting at Pine Bush H.S., ACC 101 Accounting Principles I at Monroe-Woodbury H.S., ACC 101 Accounting Principles I at Warwick H.S., ACC 101 & 102 Accounting Principles I and II at Valley Central H.S., OFT 107 Elementary Computer Keyboarding at Valley Central H.S., BUS 103 Introduction to Business at Warwick, MKT 101 Marketing at Warwick, ACC 101 Accounting Principles I at Washingtonville H.S., BUS 161 and BUS 103 at Cornwall H.S. (Fleming, Krissler)
- ❖ Attendance at the CCHS dinner meeting, April (Fleming, Krissler)
- ❖ Academies of Finance with Middletown H.S. and Pine Bush H.S. (Fleming, Krissler)
- ❖ High School business teachers (BEAM) (Fleming, Krissler)
- ❖ BOCES – Craft Consultant Committee (Krissler)
- ❖ New Paltz School of Business Advisory Board (Fleming, Krissler, Vondras)
- ❖ Entrepreneurship Focus Group – connection with CAPE (Fleming, Krissler)
- ❖ Advisory Board Meeting, April 23 (all faculty) - Accounting, Management/Marketing, Office Tech
- ❖ Advisory Board annual contact—new members and April meeting (Fleming, Krissler)
- ❖ Consultant for Dime Bank (Stack)
- ❖ AARP volunteer tax preparer and VITA (Goldberg)
- ❖ CEP Program with Middletown Academy of Finance (Fleming, Krissler)
- ❖ College Governance committees (Angerame, Brooks, Fiorello, Fleming, Goldberg, Stack, Vondras, White, Winter)
- ❖ Honors Advisory Board (Vondras)
- ❖ Institutional Diversity & Equity Committee posters: Black History Month, Women’s History Month and Religious Diversity Month (Fleming)
- ❖ Earth Day Activities (Angerame)
- ❖ Adopt-A-Family – Business Department and Business Club
- ❖ Heart Walk Team Captain (Angerame)
- ❖ Critical Thinking Assessment for Middle States by Business Department (Angerame)
- ❖ New START workshop involvement (Angerame, Messina)
- ❖ Evaluator for SUNY Empire State College (Krissler)
- ❖ Evaluator for the Accrediting Council for Independent Colleges and Schools (Krissler)

ASSESSMENT ACTIVITIES AND RESULTS

- ❖ Student Learning Outcome collection and assessment for every course in every business program with an opportunity to improvement during the next offering each year since 2007. (See HA 205 improvements)
- ❖ Results from this collection included software changes, textbook updates/changes, different teaching strategies, different testing strategies, technology added to instruction, Smart station purchase for each classroom, re-teach/re-test, change assessment tool as needed, continue annual review/assessment.
- ❖ Changes made due to student feedback (annually): initiate chapter summaries, add homework manager software to accounting coursework, web-enhance coursework so students can stay on track, adjust to testing procedures, variance of teaching methods, incorporate current events in instruction, reinforce concepts with real life applications, more group work for input and discussions, limit hybrid offerings to more advanced classes (not intro), suggest other sources for textbooks such as rentals/e-books to decrease cost, provide opportunities for review, periodically gauge students in terms of workload and adjust as needed if possible, post PowerPoint slides on Angel.
- ❖ Future directions/plans: all courses will become web-enhanced, all students could utilize Internet-capable classrooms, offer AS Business Administration at the Newburgh Campus, ensure industry standard instruction at both campuses

MATHEMATICS

AY 2011-2012

Submitted by: Judith Schwartz, Department Chair

CURRICULUM DEVELOPMENT

- ❖ The pre-requisite for MAT 111, MAT 113 and MAT 114 were changed from C- or better in MAT 102 to C or better in MAT 102. This change will take effect for the fall 2012 semester.

Accomplished by the entire Mathematics Department

- ❖ One session of the Post-semester Intervention Course was offered in summer 1, 2011. Out of 9 students registered, 3 were successful and 6 were unsuccessful. The department decided to offer the Post-semester Intervention Course again in summer 1, 2012. The department will then assess the success of this course.

One Pre-semester Intervention Course was offered in summer 2, 2011. Out of thirteen students who registered for the course 11 were successful and 2 were unsuccessful. Out of the 11 students who were successful all 11 took MAT 101 in the fall of 2012. The results were as follows:

- 4 received A
- 1 received B+
- 2 received B-
- 1 received C+
- 1 received C
- 1 received F and
- 1 received ZF

Out of the 9 that were successful in MAT 101, 7 were enrolled in MAT 102 for the spring 2012 semester. The department considered these results outstanding. Two pre-semester intervention courses will be offered in summer 2012.

Accomplished by Michelle Tubbs and John Rion

- ❖ During the AY 2011–2012 the Department of Mathematics conducted the 4th round of general-education testing. During the fall semester the department tested Intermediate Algebra, Foundations of Elementary School Mathematics, College Algebra, College Trigonometry, Introduction to Statistics, Pre-calculus and Calculus 1. Every section participated, both day and evening, Middletown and Newburgh. In September sample questions were distributed to all adjunct faculty members teaching these courses. The actual questions were distributed to all full time and part time faculty members in November of 2011. All questions were administered to students as part of their final exam. The student's ungraded original work was returned to the department. During the spring 2012 semester all questions were graded using the original rubric provided by SUNY central. Results were subsequently discussed at a department meeting. The results and actions to be taken as part of this assessment are attached.

Accomplished by the entire Mathematics Department

STUDENTS

- ❖ During the spring of 2011 the Department of Mathematics searched and hired one new tenure track faculty member, Ms. Donna Avery. Ms. Avery began teaching full time in the fall semester of 2011.

Accomplished by Anne Prial, Ming Wang, Andy Delgado and Judi Schwartz

- ❖ In the fall of 2011 the Department of Mathematics hired one new full time temporary faculty member, Mr. Josh Lavorgna. Mr. Lavorgna received his Master's Degree in Mathematics from Western Connecticut State University in December of 2011. He had previously been an adjunct here at SUNY Orange for 5 years.

Accomplished by Judi Schwartz

- ❖ The Department of Mathematics hired three new adjuncts, Mr. Brian Kirby and Mr. Scott Graber in the fall 2011 and Ms. Elizabeth Carris in the spring of 2012.

Accomplished by Judi Schwartz

- ❖ A 22-page Adjunct Faculty Handbook was created by Michelle Tubbs. The Handbook contains information about the College, the department, course policies, department procedures and practices, administrative procedures, security and student issues, office support, faculty guidelines and information about human resources. The booklet will be invaluable to adjuncts.

Accomplished by Michelle Tubbs

- ❖ On November 3, 2011 and March 17, 2012 the department administered the NYSMATYC Math League competition. Eric Wortman was the SUNY Orange campus coordinator for the competitions. The contest is a friendly math competition amongst New York State two year colleges. The exam can be given to as many students as wish to take it. Eric Wortman ran four review sessions in the fall, October 18, October 20, October 27 and November 1 and four review sessions in the spring, February 24, March 3, March 10 and March 15. Old exams were reviewed. Eighteen students took the exam in the fall and twelve students in the spring. The students were given one hour to complete the twenty question exam which ranged in topics from algebra to calculus. Mr. Wortman then graded the exams and entered SUNY Orange's top five as our SUNY Orange "Team Score" as directed by the NYSMATYC Math League Competition coordinator. In the fall 2011 Adrian Bone came in 6th, Marisol Galicia finished 13th and the SUNY Orange Team placed 6th overall. In the fall 658 students from 25 different two year colleges took the exam. Students in the spring did not fare as well as the fall.

Accomplished by Eric Wortman

- ❖ The department ran a design contest for math department sweatshirts. Six students entered designs.

Accomplished by Eric Wortman and Barbara Pinkall

- ❖ On November 29 the Math and Computing Club ran a Math Competition for all students. Topics ranged from Intermediate Algebra to Calculus 3. Seven teams, each made up of 3 students, competed for prizes. 1st place prize was \$90, 2nd place was \$60 and 3rd place was \$30. The questions were composed by Eric Wortman and Joel Morocho.

Accomplished by Dr. Ming Wang, Jan Stonick, Eric Wortman and Joel Morocho

- ❖ The Mathematics faculty ran a Saturday morning review on December 10, 2011 and another on May 7, 2011 to help students review for finals. Reviews were held on the Middletown and Newburgh campuses. 393 students attended in the fall, the largest number of students ever, and over 250 students attended in the spring.

Accomplished by John Rion and the entire Mathematics Department

- ❖ In the spring of 2012, the final review sheet for MAT 010, Developmental Arithmetic, was revised. New answer keys were made up.

Accomplished by Patricia Hoefman

UNDER-PREPARED STUDENTS

- ❖ Due to the success of the Pre-Intervention course for MAT 020 the department will run two sections in summer 2 of 2012. Any student who places into MAT 020 will be eligible to enroll in the course.

Accomplished by Michelle Tubbs and John Rion

- ❖ The Post-semester Intervention course will be offered for the third time. Results will be assessed in fall 2012.

Accomplished by Michelle Tubbs and John Rion

- ❖ A new four week Summer Institute was designed. It will run for 4 days a week, 3 hours a day. There will be a faculty member and tutor in the classroom.

Accomplished by Elizabeth Carris, adjunct faculty member and Debra Swyka, student

- ❖ John Rion, the Coordinator for the Mathematics Resource Room continues to offer review sessions during the 11 o'clock student hour.

Accomplished by John Rion

- ❖ On September 27, 2011 and February 4, 2012 on the Middletown Campus and on January 31, 2012 on the Newburgh Campus, John Rion, Brian Kirby and Joel Morocho presented a workshop entitled Math Quest. The workshop illustrated various tools students could employ to become successful in mathematics. Students learned methods to strengthen their math study skills and their test taking strategies.

Accomplished by Joel Morocho, John Rion and Brian Kirby, adjunct faculty

TECHNOLOGY

- ❖ A master list containing purchase dates for each computer and for each printer in the Department of Mathematics continues to be updated so that an accurate replacement plan can be utilized. In the spring 2012 semester, 5 new computers and 3 printers were bought and distributed.

Accomplished by Joel Morocho

- ❖ A notebook was bought by the BMST division. This notebook will allow Mr. Morocho to more effectively deal with the online component of student homework.

Accomplished by Joel Morocho

FACILITIES

Nothing to report

PROFESSIONAL DEVELOPMENT

- ❖ Members of the department continue to take graduate courses in Mathematics.
 - Fall Semester 2011: *Topics in Probability and Statistics*, taken at SUNY New Paltz.
Accomplished by John Rion, Barbara Pinkall, Janet Stonick, Michelle Tubbs, Eric Wortman and Brian Kirby
 - Spring Semester 2012: *History of Mathematics* taken at SUNY New Paltz.
Accomplished by Barbara Pinkall, Janet Stonick, John Rion, Eric Wortman and Dan Goldman, tutor
- ❖ From April 20 through April 21, 2012 nine members of the Mathematics faculty attended the NYSMATYC Annual Conference in Ellenville, NY.
Accomplished by Barbara Pinkall, Donna Avery, Joel Morocho, John Rion, Michelle Tubbs, Eric Wortman, Janet Stonick, Anne Prial and Josh Lavorgna

ACCESSIBILITY OF OFFERINGS

The Mathematics Department continues to offer courses at the Newburgh and Middletown campuses both day and night, and in Port Jervis and Central Valley at night. The department also has a Saturday program. Students can take all courses from Developmental Algebra through Calculus 2 on Saturdays.

Accomplished by the entire Mathematics Department

COLLABORATION AND PARTNERSHIPS

- ❖ Michelle Tubbs remains the Mathematics Department's representative to NYSMATYC, New York State Mathematical Association for two year colleges.
Accomplished by Michelle Tubbs
- ❖ Mr. Joel Morocho taught at the Otisville State Correctional Facility during the spring 2012 semester. He taught 13 inmates developmental arithmetic and developmental algebra. This was accomplished through John Jay College's Prison to College Pipeline program.
Accomplished by Joel Morocho

BIOLOGY AY 2011-2012

Submitted by: Dr. Frank J. Traeger, Department Chair

CURRICULUM DEVELOPMENT

❖ Maintaining Currency:

- Departmental faculty are actively engaged as members of more than a dozen professional societies and participate as attendees or presenters at meetings sponsored by these organizations. Most of these organizations also publish journals providing faculty with the opportunity to keep abreast of the most recent, significant developments in their field. Perspectives gained from such experience infuse courses with new ideas and pedagogic strategies.
- Active learning strategies have been incorporated into a number of courses to engage students in the learning process, and exercises reflective of contemporary issues of concern to society add relevance to course material. Examples follow:
 - Avian Biology students monitored kestrel nest boxes as part of an Audubon study on this endangered species.
 - General Biology 2 and Environmental Conservation students monitor the water quality of our campus stream as part of an ongoing, multi-year project in cooperation with the Orange County Soil and Water Conservation Service.
 - Data from the Human Genome Project Website is utilized by students in various courses in the department as an integral part of their study of genetics and inheritance.
- General Education Courses offered by the department are periodically reviewed on a three (3) year cycle to ensure they meet GEAR standards.
- End-of-Semester meetings are held to review A & P 1 and 2 offerings and to allow input from various constituents (instructors, publisher representatives, health professions programs).
- Departmental faculty regularly review student commentary on the “Course Evaluation Summaries” and incorporate useful suggestions into their course delivery strategy.

❖ Sustainability Offerings:

- During this Academic Year collaboration between Dr. Joseph Zurovchak (Biology) and AVP Stacey Moegenburg resulted in the development of an interdisciplinary course offering on “Sustainability”.

❖ Fostering an Atmosphere of Adaptation and Openness to Change:

- Formal as well as informal discussions among faculty are an integral part of departmental culture. Periodically, groups of faculty teaching the same course exchange ideas related to instructional strategy and course content. As an example, recent discussions have addressed: the benefits of homework to improved student learning; use of student response system (“Clicker”) technology in the classroom; active learning strategies and their effectiveness; “Mastering A & P”; use of iPads in the laboratory settings as an instructional aide.

❖ **Identifying New and Emerging Career and Transfer Opportunities and Developing Corresponding Curriculum:**

- The Biology Department integrates student experimentation (experimental design, observation, data collection/analysis) into a number of our core courses (General Biology 1, 2, General Botany, Genetics). Additionally, a laboratory-based, student research experience is a required component of General Biology 2. Such practical, hands-on experience should not only acquaint students with an understanding of the scientific method but should provide them with technologic, computer and writing/communication skills enhancing both educational and career opportunities.
- The Biology Department has an established articulation agreement with the Environmental Science Institute at Syracuse University. Additionally, the Biology Department Chair (Dr. Frank Traeger) is a member of the Community College Science and Engineering Advisory Board at SUNY New Paltz which seeks to strengthen articulation and transfer opportunities for our students. Presently, Biology transfers from SUNY Orange number about 4 to 5 per year, thus, representing one of the largest contingents of transfer students. At this year's April meeting new advising guidelines were delineated to "smooth" the transfer process for biology students.
- The Biology Department participates in the "Partnership for Excellence" a STEM-type initiative in conjunction with Purchase College and SUNY New Paltz designed to attract and support minority and disadvantaged students in the fields of science, technology, engineering and math.
- The Biology Department participates in the Jointly Registered Teacher Education Program (JRTEP) in collaboration with SUNY New Paltz and the SUNY Orange Education Department.
- A Biology Department faculty member, Dr. Damon Ely, submitted an NSF Grant proposal to monitor the effect of urbanization on the water quality of a local stream (Monhagen Brook). Although not funded in the present cycle, this project would allow students to gain valuable skills in field-based sampling and research.

❖ **Using the Campus as a Laboratory:**

- The Biology Department continues to play a pivotal role in utilization of the campus as a learning laboratory. The rare trees, shrubs and other plantings contribute to a rich experience for students in our General Biology and General Botany classes as well as the community-at-large. As mentioned earlier in this summary, the campus stream and pond are venues of focused, active research for students in General Biology, Diversity of Life, Environmental Conservation and General Ecology.
- Currently, the department is engaged in a multi-year effort to develop "Educational Gardens" on campus for integration with our coursework as well as for the pleasure of the community. At present, the "Native Woodland Garden" is complete and addresses the need to preserve (sustainability) native species. An Arid Zone Educational Garden is now under construction.
- As Biology's presence on the Newburgh Campus increases we envision opportunities to collaborate with the Beacon Institute (and others) in projects related to the Hudson River and its watershed.

STUDENTS

❖ Advising:

- Participation by departmental faculty/staff in all “Admission Open Houses” and “New Student Orientations” – Frank Traeger, Damon Ely, Melody Festa, Jen Merriam, Michele Iannuzzi-Sucich, Mercedes Ebbert.
- Office hours for day adjuncts.
- Bulletin boards, website to keep students abreast of educational opportunities, etc. (Note: The Biology Department website was redesigned for the AY 2011-2012).
- Cluster Marketing Brochure/Departmental “Advising Tips” to focus students on career opportunities and appropriate coursework to achieve their educational goals.
- Individual and Group Advising Sessions.

❖ Extracurricular Activities:

- Biology Club – Under the leadership of Jennifer Merriam and Damon Ely the club sponsored a number of activities during AY 2011-2012:
 - Trip to the “Bodies Exhibit”, NYC.
 - Trip to Washington, DC – Museum of Natural History, Washington Zoo, White House. Club members also participated in Earth Day events in the Capitol.
 - The Biology Club participated in Earth Day events on campus and won this year’s competition for their plastic bottle recycling efforts (1,600 bottles recycled).
 - The Biology Club sponsored (spring 2012) a debate “Creationism vs. Evolution” which was both well run and well attended.

❖ Learning Assistance Initiatives/Retention:

- BATCAVERN (BT-155) – Our self-directed, student learning lab/tutorial facility served a large number of students (11,359 student visits) during AY 2011-2012. Practice Practicals set up for A & P students are particularly popular and contribute to student success as per student and faculty comments.
- BATCAVERN 2 at Newburgh offers similar services.
- Belfry (BT 316, 320) Open Labs are held on Fridays (11:00am – 2:00pm) for A & P 1 and 2 students to review laboratory materials, including dissection specimens and microscopic histology. Over 600 students utilized this opportunity in AY 2011-2012.

❖ Library Support:

- Participation in “Information Literacy” efforts in cooperation with library staff. Students in many departmental courses (General Biology, Ecology, Botany, etc.) participate in this effort to develop research skills integral to course requirements.
- Review and recommend books for acquisition.

UNDER-PREPARED STUDENTS

- ❖ Tutoring and peer group study is available to students in our BATCAVERN 1 (BT 155) and 2 (Newburgh) facilities.
- ❖ Practice Practicals, Friday Open Labs assist students in Anatomy and Physiology 1 & 2.
- ❖ Supportive “homework” assignments supplement instruction.

- ❖ Arrange special testing, note-taking, etc. for students with learning disabilities/special needs.
- ❖ Course outlines/lab objectives are clearly written.
- ❖ Pre-exam topical review sheets are provided in many classes.
- ❖ Various material are placed on Angel for ready student access.
- ❖ Participation in “PM Express” at Newburgh (Nutrition).

TECHNOLOGY

❖ **Regular Replacement and Maintenance:**

- Over the past 4 years the department has incrementally upgraded computers available for student use in the BATCAVERN (BT 155). Faculty and staff computers/printers are budgeted on an as needed basis.*

*Note: Institutional guidelines should be established for technology upgrades and should include mechanisms for replacement of failed instrumentation.

❖ **Instructional Technology Standards/Angel Shells:**

- A large number of departmental course sections are now offered in the Web Enhanced Optional format (WEB-O). These range from General Biology 1 and 2 to Anatomy and Physiology 1 and 2 as well as Introduction to Biology.
- Many departmental course offerings employ PowerPoint as a presentational mode and currently lecture venues in both BT and Hudson are appropriately equipped. Consequently, we are less dependent on “Smart Carts”.
- The Biology Department (Dr. Walter Jahn) offers sections of Prehistoric Life and Biology for Today in the DL format.
- A thirty-two (32) unit “Student Response System” (Clicker System) is now employed in a number of departmental courses including General Biology 1 and 2. The system encourages real-time student engagement in biology lectures and labs allowing the instructor to readily assess (and address) student understanding of subject matter under discussion.
- A high-definition video camera and monitor was purchased and will be used in A & P I to display microscopic images of histologic specimens.
- A website devoted to the “Flora and Fauna of Orange County” (<http://bio.sunyorange.edu>) continues to be expanded.

FACILITIES

❖ **Equipment:**

- The Biology Department services its instructional equipment (microscopes) on a planned rotational basis, contracting so that a pre-determined percentage receive routine maintenance each year.
- During AY 2011-2012 five (5) Nikon E-100 microscopes were purchased to equip our General Biology 2 (HU 105) lab. This is part of a multiyear plan to outfit General Biology labs with critical equipment designed to enhance student access. Prior to this initiative General Biology 1 and 2 labs shared microscopes, no longer feasible due to increased New Vision Program utilization.
- Bushnell Nature View (8x40) Binoculars (8) were purchased for use by students in Diversity of Life, Avian Biology and Field Biology.

- Wildco Bottom Kick Nets (3) were purchased for benthic sampling of stream and other water bodies. These are used in Environmental Conservation, Ecology, and General Biology 2.
- Hand, foot, eye, skull, flower models were purchased to replace/upgrade older plaster models (somewhat damaged) used in A & P.
- Dr. Damon Ely obtained funding from the Orange County Land Trust which has allowed purchase of additional water sampling equipment.

❖ **Furniture:**

- The Biology Department completed a multiyear initiative to outfit all labs with serviceable/ergonomic seating. The final phase of this was completed in AY 2010-2011 when HU 108 was refitted. We foresee no new furniture needs until the Science and Engineering building is completed.

❖ **Space:**

- Kaplan Hall was opened for academic use in spring 2011. This facility provides the department with instructional/laboratory space for core courses in Introduction to Biology and now (AY 2011-2012) A & P 1 and 2.
- The Devitt Center for Botany and Horticulture was dedicated on April 19th, 2012. This facility which includes a Botanical Classroom/lab is ready for use in the upcoming academic year. Restoration of a second greenhouse to house our botanical collection is expected to be completed in 2013.
- The Biology Department collaborated on the planning and architectural design of the new Science and Engineering Building. Presently construction is commencing and we expect to utilize our new offices, classrooms, labs and tutorial center by 2014.

PROFESSIONAL DEVELOPMENT

❖ **Technology Training:**

- All full-time faculty have completed basic Angel training and many present courses are delivered in the Web-O format. Most of our adjunct faculty are also Angel trained.

❖ **Fostering an Atmosphere of Collaboration:**

- Biology faculty participation (principally Joe Zurovchak) in development of an interdisciplinary course on sustainability in conjunction with Science and Engineering.
- Orange-Ulster BOCES Faculty Exchange Workshop (November 28, 2011) attended by Damon Ely (who made a presentation), Michele Iannuzzi-Sucich, Mercedes Ebbert and Frank Traeger.
- Participation in "Partnership in Excellence" in conjunction with SUNY New Paltz and Purchase.
- Participation in "Honors Program" now offering courses (Biology for Today, Paradises) and Capstone opportunities (Zurovchak).

❖ **Adjunct and New Faculty Support:**

- The Chair regularly meets with and is available to new faculty for guidance, policy/procedure clarification, and instructional support. Faculty within the

department are also most supportive in this regard and freely share instructional materials and advice.

- Anatomy and Physiology instructors are also mentored by our lead instructor in this area, Michele Iannuzzi-Sucich.
- The Chair regularly attends the annual “Adjunct Workshop and Dinner” and interacts with departmental adjuncts in a quasi-informal setting.
- Jennifer Merriam has served as CCHS liaison and mentored program faculty at participating regional high schools (Minisink Valley, Monroe-Woodbury, Pine Bush, S.S. Seward).

ACCESSIBILITY OF OFFERINGS

❖ Web-enhancement and Hybrid Opportunities:

- A large number of departmental course sections are now offered in the Web Enhanced Optional format (WEB-O). These range from General Biology 1 and 2 to Anatomy and Physiology 1 and 2 as well as Introduction to Biology.
- The Department (Dr. Walter Jahn) offers sections of Prehistoric Life and Biology for Today in the DL format.

❖ Non-traditional Offerings:

- Departmental courses are offered day, evening and Saturday both fall and spring semesters. The department also sponsors an active summer roster of courses at both Middletown and Newburgh.
- In summer 2011 (May 14-21) a unique field experience “A Natural History of the Finger Lakes Region” was offered as the topic of focus in BIO 210 (Study of Biological Habitats).
- The Biology Department participates in the “PM Express” schedule at Newburgh.

❖ Informational Literacy:

- Virtually all departmental courses seek to cultivate writing, observational and critical thinking skills through modalities such as experimentation, data analysis and presentation, active learning pedagogic instruments and embedded writing assignments. All General Biology 1 and 2 sections are given formal training in information literacy using library/BATCAVERN facilities.

COLLABORATION AND PARTNERSHIPS

❖ Interdisciplinary Collaborations:

- Development of a course “Sustainability” in collaboration with Science, Engineering and Architecture.
- Collaboration with Criminal Justice (Tim Zeszutek) to develop an “advising instrument/educational track” to guide students interested in pursuing a biotechnology/forensics career path.

❖ Strengthen Service Learning/Internship Opportunities:

- Orange County Health Department “West Nile Surveillance Project” (Michele Iannuzzi-Sucich, Damon Ely, Marie DeFazio-Schultz, Tom Alford). Students are hired to set traps, collect, identify and pool mosquitoes for analysis. This represents a rich, hands-on field research experience.

- Beacon Institute for the Study of Rivers and Estuaries – The department is an Educational Partner of this organization.
 - Partners in Excellence – A STEM Program with SUNY New Paltz and Purchase College promoting Summer Research Opportunities for minority/disadvantaged students.
- ❖ **SUNY Transferability/Articulation:**
- SUNY New Paltz/SUNY Orange “Jointly Registered Teacher Education Program” (JRTEP); Grades 1-6, 7-12. Frank Traeger serves as advisor to students pursuing a Biology Concentration within this program.
 - SUNY New Paltz Community College Science and Engineering Advisory Board. Frank Traeger is a member of this board, promoting improved communication /articulation to enhance transfer opportunities for students in our A.S. Program.
- ❖ **K-16 Initiatives:**
- Community College in the High School – The Biology Department partnered with four (4) area high schools (Minisink Valley, Monroe-Woodbury, Pine Bush, and S.S. Seward) to offer our General Biology 1, 2 sequence. In AY 2011-2012 Minisink offered Introduction to Biology to help potential Health Professions students meet the prerequisite for Anatomy & Physiology. This offering will also allow students to fulfill a portion of the General Education requirement.
 - BOCES “New Visions Program”. During the 2011–2012 academic year approximately sixty-five top students from area high schools participated in the Medical Track Program which is supported by the Biology Department.
- ❖ **Academic Affairs and Student Services:**
- Academic Advising/registration.
 - Biology representatives at Admissions functions/Open Houses.
 - Departmental (Biology Club) participation in Earth Day, food giveaways, etc.
- ❖ **Community Outreach/Connections:**
- Environmental Consortium of Mid-Hudson Colleges and Universities – SUNY Orange and the Biology Department are members of this organization.
 - The Department’s Garden Project involves multiple collaborations both institutionally (Administration, Facilities) and within the community-at-large (Cornell Cooperative Extension – Master Gardener Program). Kirsten Gabrielsen and Shelly Paradies are coordinating this effort.
 - Orange County Land Trust and the Orange County Water Authority have partnered with departmental faculty (Ely, Zurovchak) on various environmental/educational initiatives.
 - Frank Traeger serves on the SUNY Orange Medical Laboratory Technology Advisory Board.

APPLIED TECHNOLOGIES AY 2011-2012

Submitted by: Fern Steane, Department Chair

CURRICULUM DEVELOPMENT

Curriculum Work – Adding enterprise level technology to existing courses.

Extended use of bootable Linux devices in many of the classes taught in the Applied Technologies Department. External bootable devices allow the students to take their laboratory environment home with them, providing them with access to the lab resources from any computer. In addition, added the utilization of the MySQL database server to several courses (CIT 225 – Databases, CIT 212 – Systems Design). MySQL is an enterprise class, open-source database server platform widely used in industry. The use of external bootable Linux drives also allowed us to introduce the students to Virtualization Technology (specifically via the KVM – Kernel Virtual Machine), allowing the students to install multiple Operating Systems on a single machine. Virtualization Technology is a desirable skill in the industry environment, and providing our students with experience in installing and configuring it will put them in a stronger position in the job market.

Specific course developments:

- ❖ **CIT 217 – *Unix/Linux*** – uses bootable Linux keys for laboratory assignments, added laboratory assignments for compiling and configuring significant enterprise software packages (the Apache webserver) from source code.
- ❖ **CIT 225 – *Database*** – uses bootable Linux keys. Allows students to install the MySQL database server package (widely used in industry as part of the LAMP development stack) and have experience with SQL in an enterprise server environment. Additional laboratory experience covered installation, management, and backup and restoration of the database.
- ❖ **CIT 118 – *Operating Systems*** – now uses an external bootable Linux hard drive. This allowed students to use virtualization technology (currently one of the fastest growing technologies desired by industry) to install a variety of operating systems (Linux and Unix server and desktop Operating Systems, Windows 7, etc.) and use “virtual” hardware to create an environment where they installed and configured several technologies (NFS, RAID, iSCSI) that they otherwise would not have access to, technologies that are currently in high demand in industry.
- ❖ **CSC 101/CSC 102 – *Computer Science 1 and 2*** – Students now utilize the Linux Operating System on bootable keys to write all laboratory assignments. This gives them the ability to customize their development environment and use any Integrated Development Environment (e.g. Eclipse) that they wish. In addition, they then have access to their programming environment outside the laboratory. Student labs are now 3 hours instead of 2 in order to allow students time to work with the new technology.
- ❖ **CSC 130 – *Computers and Computing*** – Upgraded version of Visual Basic to the current version (previously, we had been using Visual Basic 6, which is several years out of date).
- ❖ **CIT 206 – *Network Security*** - students got to work with Nessus Security Scanner. Nessus is the world’s most widely-deployed vulnerability and configuration assessment product. Nessus features high-speed discovery, configuration auditing, asset profiling, sensitive data discovery, patch management integration, and vulnerability analysis of the security posture with features that enhance usability, effectiveness, efficiency and communication with all areas of the organization.

Students were also exposed to virtualization. In the virtualization labs Ubuntu was used as the host machine, while Windows 7 and Linux Fedora were installed as guest operating systems in the virtual kernel. The Ubuntu host provided the Network Address Translation (NAT) for the virtual guest machines.

The students also worked with Tripwire, which is a monitoring utility that uses cryptographic hashes to monitor changes to the file system on the network.

Another industry tool the students got to work with was Nagios. Nagios is a powerful monitoring system that enables organizations to identify and resolve IT infrastructure problems before they affect critical business processes. Nagios monitors the entire IT infrastructure to ensure systems, applications, services and business processes are functioning properly. Nagios can alert technical staff of the problem, allowing them to begin remediation processes before outages affect business processes, end-users, or customers.

NMAP (network Mapper) is another security tool students got to work with. NMAP is a security scanner used to discover hosts and services in a computer network. It's able to discover which hosts are up and which ones are down. It can also keep track of which ports are closed and which ones are open. In mapping the network and keeping track of the network it can alert security personnel by identifying unexpected traffic on the network.

- ❖ **CIT 212 - *System Design*** - changed from an all lecture format to a lecture/lab format to give students opportunity for more hands on projects with the new technology and to expand the new technology (as described above) in a manner that would span all course work.
- ❖ **EET 206 - *Electronics 2*** - Added 2 new design problems in Electronics 2: Photovoltaic Design problem for a home and Wind turbine design problem.
- ❖ Continued to work this past year making sure that all lab based courses have structured labs that contain clear objectives.
- ❖ SUNY Assessment for Electrical Technology – Telecommunications done this past semester. This assessment will result in proposed curriculum items and changes in the fall.

STUDENTS

- ❖ Maintained open labs for students, not just for our department, but for the entire campus. (BT 115, 113, 121, 251). This provides students who require additional time to complete their work the necessary lab space, as well as access to the software.
- ❖ Office hours for daytime adjuncts at both Middletown and Newburgh. Was able to provide limited office space so that these instructors could meet privately with students. All of our adjuncts are very generous with their time and often spend additional time helping students that require additional support.
- ❖ Clubs
 - Computer Club - active
 - Martial Arts Club – active
 - Computer/Math Club – active (*SUNY Orange Programming Contest* (spring 2012) – Local contest sponsored by the Mathematics and Computer Science Club, open to entire student body. Questions written by second year students, who also served as contest judges. Almost twenty participants – first and second prizes awarded. *Pace University Programming Contest for Community Colleges in the Hudson Valley* - SUNY Orange sent three teams to the Pace Contest, and our teams placed **first** and third, ousting last year's winners (Rockland) from the top position.

- ❖ Students continue to be encouraged to meet with their advisor each semester to be sure they are on track with their program (even if they register online).
- ❖ All full-time faculty, by contract, maintain 5 office hours per week in order to advise students.

UNDER-PREPARED STUDENTS

- ❖ Encourage team work
- ❖ Faculty generous with time for students
- ❖ Block scheduling
- ❖ Encourage study groups

TECHNOLOGY

- ❖ Adobe Creative Suite 4 for Newburgh
- ❖ New computers for BT 357
- ❖ We have recommended a three year replacement plan for computers in our labs. That has been stretched at times to 4-5 years.
- ❖ All courses are in process of having, at minimum, WebO Angel shells.
- ❖ External hard drives for certain course work (see curriculum development).
- ❖ Nessus Security Scanner
- ❖ Visual Studio 2010
- ❖ Solar equipment

FACILITIES

- ❖ Chairs were purchased for BT 121 to replace computers desk chairs that had become severely broken.
- ❖ Student furniture, particularly chairs should be reviewed every 10 years for dangerous conditions.
- ❖ There is a need for an office designed for adjuncts with computers so they can access their email. Also to speak to students in private.
- ❖ There should be a study area for students in the department to study together.

PROFESSIONAL DEVELOPMENT

- ❖ Two instructors working on their PhD
- ❖ Took classes for DL training
- ❖ Chris Rigby and Cartmell Warrington worked with Arlin Bartlett and Robert Honders on an external project to monitor hydro-electric generators. The project intends to eventually involve students in producing a database and web-based front-end for the data collected.
- ❖ Chris Rigby – continued to work for On Demand Books, a technology startup that produces the Espresso Book Machine. Provided programming and database expertise for their search engine and content management systems.
- ❖ Arlin Bartlett continues to work with Pam Rice on the sustainable bus stop (Architecture and Electrical Technology).

ACCESSIBILITY OF OFFERINGS

- ❖ Department has an Angel shell for all courses
- ❖ As stated in other areas of this document, the Applied Technologies makes every effort to foster an atmosphere of collaboration with other departments. It is hopeful in the future that we will be able to offers courses that are co-taught with other disciplines.
- ❖ Critical thinking skills, as well as information literacy are being infused into all courses. It is still recommended to include Technical writing in other programs that currently don't require such a course.

COLLABORATION AND PARTNERSHIPS

- ❖ Arlin Bartlett worked with Rob Honders, Chris Rigby and Cartmell Warrington on data logging for micro hydroelectric plant (work still in progress).
- ❖ Continued working on Solar Bus Stop project with Pam, etc.
- ❖ Arlin Bartlett worked with Barbara Reer at SUNY Ulster to secure grant money to purchase equipment for Solar Bus Stop.
- ❖ Chris Rigby continued to work for On Demand Books, a technology startup that produces the Espresso Book Machine. Provided programming and database expertise for their search engine and content management systems.
- ❖ Articulations:
 - Iona College
 - O-U BOCES
 - Potsdam
 - CAPE
- ❖ Working relationships with outside industry
 - Time Warner Cable
 - Orange Regional Medical Center
 - Crystal Run Medical Center
 - Frontier Communications
 - Various small businesses for our internship program
- ❖ Loan of labs to other departments:
 - Biology
 - Nursing
 - Diagnostic Imaging
 - Movement Science
 - CAPE
 - Hudson Valley Consortium
- ❖ Christopher Rigby and Cartmell Warrington participated in the CCSAB at SUNY New Paltz.

ASSESSMENTS

The department did a self-assessment for the Electrical Technology – Telecommunications Program. The thoughts of the external reviewers were very sound and well thought out (final report is forthcoming). We concur that these changes should commence to take place in the coming year. Some of the recommendations of the external reviewers were as follows:

FUTURE DIRECTIONS

- ❖ Work toward curricular changes as recommended in AAS Electrical Technology: Telecommunications program review.
- ❖ Look to combine classes wherever possible (examples)
 - Telecommunications 1 and Data Communications
 - Intro to C++ and Computer Science 1
 - Add Operating Systems as a restrictive elective for the CIT – Networking program
 - Consider creating a certificate in IT that would add insight into the business model for Computer Science and Cyber Security students
 - Add Computer Science 1 to the Cyber Security degree program
- ❖ Continue to work on course binders to ensure consistency in all sections of a course. This binder should consist of:
 - Syllabus
 - Assignments
 - Projects
 - Tests and copies of student sample tests
 - Lab based courses – labs and their objectives, as well as sample student labs.
- ❖ Continue to create objectives in labs for all lab based courses to enable students to get the same learning experience regardless of the instructor.
- ❖ Collaborate with other departments since technology is used in all areas (examples)
 - Architecture and Electrical Technology – sustainable bus stop (and other sustainable structures)
 - Biology and Electrical technology – sensing environmentals

SCIENCE, ENGINEERING AND ARCHITECTURE AY 2011-2012

Submitted by: John Wolbeck, Department Chair

Overview of the Department.

Part 1: Astronomy, Geology, Physics, and Chemistry

Gen. Ed and Program Support courses

AS Liberal Arts: Math Science

Part 2: AAS Architectural Technology

Part 3: AS Engineering Science

2011-2012 Department of Science Engineering & Architecture Faculty:

Architectural Technology Faculty:

Full-time:

Pamela Rice-Woytowick, Andrew Magnes

Part-time:

Stacey Moegenburg, Kathleen Rifkin, Konrad Von Appen, Andrew Warren

Science & Engineering Faculty:

Full-time:

Megumi Kinoshita, Cynthia MacMahon, Timothy MacMahon, Lawrence O'Brien, William Stillman, John Wolbeck (Chair)

Part-time:

Maria Biddle, Thomas Blon, Tricia Brown, Leonard Burger, John Cummins, David Davies, Edward Fritche, William Istone, Charles Kocsis, Pak Leung, Mark Tatro, Shirley Thompson, Kevin McGee, Virginia Moore, CCHS/New Visions: Jonathan Morey

Department Secretary (PT): Barbara Piampiano

Part 1: Astronomy, Geology, Physics, and Chemistry

Gen. Ed and Program Support courses

AS Liberal Arts: Math-Science

CURRICULUM DEVELOPMENT

- ❖ Elements of Chemistry; CHM 120 was again the focus of much discussion and debate this academic year. The Department instituted a uniform lecture and laboratory curriculum that all instructors must adhere to when teaching the course. The Chemistry faculty (lead by Cynthia MacMahon) designed a laboratory manual that the College will print and sell at the bookstore (starting this fall). Given that some 500 students take this course per year and that the Department was providing handouts for all of the labs this should reduce the paperwork burden on faculty and the department. Last AY the Nursing Department, upon reviewing their curriculum, decided to remove this course from its curriculum. Instead, incoming nursing students must have taken a chemistry course (any) prior to entering the program. The CHM 120 course was specifically designed for nursing students and would still be the recommended course to take if a student has not already taken a chemistry course. As such we do not anticipate a large decline in the demand for this course. The Department currently offers about ten sections of this course per semester.

- ❖ The Department is now reviewing the General Chemistry curriculum CHM 105 and 106. Ms. MacMahon completed a set of detailed answer sets for the General Chemistry I worksheets and Stoichiometry lab.
- ❖ The Department continues to develop a new course titled: Green Energy: The physics of sustainable energy. Our goal is to provide students with a hands on experience and exposure to the technical aspects as to on how modern energy systems work.
- ❖ With the opening of Kaplan Hall our faculty has begun utilizing the new Chemistry and Physical Science lab at Newburgh, KAP 325. The Physical Science course was recently revamped to include a section on electricity.
- ❖ General Astronomy is now a regular offering at Newburgh. The six inch Dobsonian telescopes for the daytime course will be kept at Newburgh to support this course.

STUDENTS

- ❖ The Chemistry Club had a strong year with 21 students participating in events. The club made trips to New York's Museum of Natural History Planetarium and Indian Point nuclear power plant where the students learned a lot about biology, chemistry and physics of our solar system and the chemistry and physics of the running of a nuclear power plant. Many of the club members participated in the Kids Chemistry night and event held annually at our campus.

UNDER-PREPARED STUDENTS

- ❖ Seven sophomore Engineering students were recommended as Chemistry, Physics, and Mathematics tutors. Encouraging our students to tutor helps them to better understand the material and allows them to "give back" a little of what they have been given here at SUNY Orange. Accomplished by Timothy MacMahon, John Wolbeck, and the Tutorial Center.
- ❖ Dr. Stillman and Dr. Kinoshita began teaching a two lecture mathematics review to the Physical Science (PHY 125) students. The goal is to prepare students for the mathematical rigor of the course. In general the test scores appear to be higher than the previous norm. The complete results have yet to be fully understood or evaluated.

TECHNOLOGY

- ❖ Ms. MacMahon obtained an iPad 3 through the Faculty iPad Program. She intends to use it to improve students' learning by use of specific apps in her chemistry lectures. An example of an excellent app is the one called Nova Elements which displays the various elements that she would like to have the students memorize and tells what their importance is in everyday life. She also intends to try it out as alternate means of technology to replace the SMART Board which is expensive to obtain for every classroom.
- ❖ Ms. MacMahon attended three one-hour sessions on the use of the iPad in the classroom given by the CTL.
- ❖ All full-time Faculty courses have been flagged as Web-Optional.

FACILITIES

- ❖ Faculty teaching in the new chemistry laboratories at Kaplan Hall have commented on how positive and exciting the new space is.
- ❖ The Department worked extensively this year with JMZ architects assisting in the design of a new state of the art science, engineering and technology building. We are particularly

looking forward to being in one building rather than spread across the campus in three buildings as we are now.

- ❖ A sustainability grant for \$450.00 was obtained by John Wolbeck to refurbish the donated science equipment from the USMA at West Point was secured last fall.

PROFESSIONAL DEVELOPMENT

- ❖ Our two new hires: Dr. Megumi Kinoshita (Physics) and Dr. William Stillman (Electrical Engineering) were successfully retained for a third year. They continue to work regularly with their mentors (John Wolbeck, John Cummins, Kevin McGee) to develop and improve their teaching methods.
- ❖ Cynthia MacMahon and Timothy MacMahon continue to serve on the Mid-Hudson Chemistry Board which meets once a month to share information and happenings with area colleges and members of the American Chemical Society. Ms. MacMahon and Dr. MacMahon are the new coordinators for the Mid-Hudson ACS for the National Chemistry Week 2012 event in October. This means getting all the necessary items for all the colleges doing National Chemistry Week events. It also means putting together a final report in the end to go on the ACS website of the various events that took place at the locations.
- ❖ John Wolbeck attended the SUNY New Paltz Community College Symposium for Computer Science and Engineering. At the meeting SUNY New Paltz stated that SUNY Orange transfer students typically do very well and they would like to see more of our students transferring to New Paltz.
- ❖ John Wolbeck completed all of the course requirements for his PhD in Earth and Environmental Science at the CUNY Graduate center in Manhattan, NY. He is now 'A.B.D' and has begun researching the formation process of the moon. He will be working as a research fellow at the American Museum of Natural History in NYC.
- ❖ John Wolbeck received an international (Gerbiert-Mumm) Award for a research paper he co-authored which examines relationships between climate and the carbon exchange of land-based ecosystems to predict future levels of atmospheric carbon dioxide. John was invited to receive the award during the 2012 Executive Council session at the WMO world headquarters in Geneva, Switzerland on July 2nd, 2012.

ACCESSIBILITY OF OFFERINGS

- ❖ All Full-time faculty and most of our Adjuncts have been trained on Angel. Chemistry and Physics faculty are posting practice tests, worksheets, class notes and announcements on the site. At this point all full-time faculty courses are flagged as web-o.

COLLABORATION AND PARTNERSHIPS

- ❖ Dr. Timothy MacMahon, Ms. Cynthia MacMahon, the Chemistry Club, and student volunteers collaborated together for National Chemistry Week by hosting a "Kids Chemistry Night". This great event attracted more than 40 children and their families where they experienced science through demos and experiments. This year's theme was germs night. The children made slime and made hand traces in which they cut out and put on various symbols, even bugs, to signify germs.
- ❖ Virginia Moore continued her practice of taking students in Physical Science: The Environment on a field trip to the waste water treatment plant for the City of Middletown, NY.

Part 2: AAS Architectural Technology

CURRICULUM DEVELOPMENT

- ❖ More freehand sketching assignments and projects incorporated into ARC 101 – Architectural Graphics.
- ❖ CAD 102 focused on Auto Cad Architecture. The course also emphasized various approaches to 3D modeling and rendering. Students were required to build digital models in AutoCad and then further render them in Adobe Photoshop. Class projects provided experience in creating conceptual 3D representations as well as experiential 3D representations.
- ❖ Pamela Rice and Andrew Warren implemented CTL Innovation Grant in spring 2012 Advanced Arch. Graphics course. Through joint lectures, students were introduced to Paul Rudolph’s Chorley School in Middletown. During two site visits and in pairs, students conducted a survey of the structure and created detailed architectural drawings of given structural details. Project was created to supplement the architectural curriculum, giving students the opportunity to measure and document a relevant piece of Orange County architecture. Results were collected in booklet form. It is intended to include similar projects in future semesters.
- ❖ Design 4 developed a proposal for a transit system connecting Middletown and Goshen. The proposal was an exercise in regional and community planning and was developed in conjunction with ideas from the course text book “Retrofitting Suburbia”. Students aimed to increase economic activity, quality of life and energy conservation by creating a more walkable, dense, and interconnected community. Each student also developed one transit station along the route.
- ❖ Advanced Architectural Graphics - strong focus this semester on the process of architectural graphics, from drafting and documenting architectural work, to scanning, importing and laying out of architectural presentations. This process has allowed for a stronger preparation for Digital Portfolio in fall 2012.
- ❖ Andrew Magnes, Stacey Moegenburg and Pamela Rice began conducting an internal review of architectural curriculum. We intend to focus on external review during the 2012-2013 academic year.

STUDENTS

- ❖ Pamela Rice and Andrew Magnes collaborated with students to create Systems + Space, our 1st annual student architecture exhibit.
- ❖ The program continues to hire work-study students as CAD Lab monitors in BT 355.
- ❖ Andrew Magnes directed ‘Design Group’. Design Group provides opportunities beyond the architectural technology curriculum to engage in the design process. The group is open to students who are currently enrolled in Design courses as well as students who are in the Architectural Technology program but not currently enrolled in a design course. In the spring 2012 semester, students participated in 1 hour design exercises. They also began development of a proposal for a campus outdoor design installation. The students worked together to design the installation and also built a construction mock up.
- ❖ Andrew Magnes and Pamela Rice implemented ‘Art Group’ in the fall 2012 semester. Art Group provides extracurricular opportunities to students to develop individual art projects, either to be included in their portfolios or for development of their own skills and interests.

- ❖ Andrew Magnes, Stacey Moegenburg and Pamela Rice presented “Architecture of the Hudson Valley” in Professor Geoffrey Platt’s Honors seminar.

UNDER-PREPARED STUDENTS

- ❖ There was a concerted effort made by all instructors (both full-time and part-time) to coordinate and stagger due dates and workload assigned in the full-time block scheduled courses in the program.
- ❖ Instructor-led review sessions and student-initiated study groups were popular and well-attended.
- ❖ The Architectural Technology freshmen cohort was targeted for extra support by Learning Assistance Services and funded by CTEA. Formal study groups led by a professional tutor (and a graduate of the program) guided students in Building Materials 1 and 2, Architectural Design 1 and Architecture through the 18th Century in structured weekly study sessions.

TECHNOLOGY

- ❖ Using software package comprised of: AutoCad, AutoCad Architecture, Photoshop and Revit in BT 355, CAD lab.
- ❖ Replaced deteriorating plotter with new high-speed, large-format plotter.
- ❖ Replaced defunct HP scanner/color printer with 11x17 flatbed color scanner, for use in all architectural courses, but specific to Advanced Arch. Graphics and Digital Portfolio
- ❖ Through CTL Learning Innovation Grant, the program received an iPad, laser measuring device, and digital camera.
- ❖ Andrew Magnes awarded an iPad through the CTL Faculty iPad Program. Pamela Rice and Andrew Magnes have been discussing ways to implement both iPads into architectural courses for the 2012-2013 academic year.

FACILITIES

- ❖ Corkboards installed in BT 355 for much needed pin-up space.
- ❖ Andrew Magnes, Stacey Moegenburg and Pamela Rice continued to work with JMZ Architects on design for new space in the Center for Science and Engineering.

PROFESSIONAL DEVELOPMENT

- ❖ Andrew Magnes and Pamela Rice attended CTL iPad training.
- ❖ Pamela Rice attended advisor training sessions - spring 2012.

ACCESSIBILITY OF OFFERINGS

- ❖ Nothing to report.

COLLABORATION AND PARTNERSHIPS

- ❖ Instructors of Working Drawings 1 (Kathleen Rifkin) and Arch Design 3 (Pamela Rice) worked collaboratively between classes to design a small, economical house for a vacant lot

on Maryland Avenue in Middletown, NY. In Working Drawings 1, students produced working drawings of the designs for the houses.

- ❖ In an effort to foster camaraderie and mutual support between first-year and second-year students, Architectural Design 2 and 4 - classes were scheduled at same time. Instructors collaborated to create a joint design lecture, student charette and presentation sessions. These joint sessions largely addressed the relationship between architectural tectonic and architectural language.
- ❖ Historical buildings studied in GRAPHICS 1 were also studied in CAD 2 offering students a deeper understanding of the buildings as well as the range of possibilities for representing architectural ideas.

Part 3: A.S. Engineering Science

CURRICULUM DEVELOPMENT

- ❖ Dr. Megumi Kinoshita has begun teaching the Materials Science course. This is an important engineering course that has not been offered for six years due to lack of a qualified instructor.
- ❖ Dr. Stillman is now fully up to speed on the sophomore Circuit Theory course and the sophomore Physics 3 for scientists and engineer's courses.
- ❖ The annual sophomore Bridge Building Contest was sponsored (for the first time) by Seekamp Lumber. The top five bridge builders split \$150.00 in prize money.

STUDENTS

- ❖ Last year's surge in freshman enrollment became this year's sophomore surge. There were 32 students enrolled in the sophomore courses which forced the addition of a second laboratory section of Physics 3 for Scientists and Engineers. This increase appears to be anomalous in that this year's enrollment numbers have returned to the pre-surge levels.
- ❖ Jake Kalish, a freshman engineer was accepted into the NASA scholars program. In May he traveled to JPL in Texas for a four day research seminar and tour. Only 92 students from across the country were selected for this prestigious program. We are very proud of his accomplishment.
- ❖ Five sophomore Engineering students volunteered to be Judges for the Odyssey of the Mind competition on March 10th, 2012 which was hosted by Orange-Ulster BOCES.
- ❖ Seven sophomore Engineering students were recommended as Chemistry, Physics, and Mathematics tutors again this year. Encouraging students to tutor helps them to better understand the material and allows them to "give back" a little of what they have been given here at SUNY Orange. Accomplished by Timothy MacMahon, John Wolbeck, and the Tutorial Center.
- ❖ The Engineering program had 29 sophomores transferring to upper division schools. As in the past, many of the students received very generous scholarships to attend schools such as: RPI, Clarkson, Manhattan College as well as upper division SUNY schools, many transferring sophomores receive some form of scholarship.
- ❖ The engineering students completed construction of a 1/3 scale model of the "Vin Fiz" Wright brothers model B airplane. September 17, 2011 marked the 100th anniversary of the first transcontinental flight made by Cal Rodgers. On the first leg of this historic flight Cal landed less than a mile from where our college now resides, across from where the Colonial Diner is now. Unfortunately on takeoff the next day he crashed the plane into a chicken coop (which has been the source of many movie jokes). Cal was unhurt and the plane was

rebuilt within a few days. The plane was unveiled at a Centennial celebration held at the Galleria Mall and is now proudly on display in the Learning Resource Center (Library).

UNDER-PREPARED STUDENTS

- ❖ We advise under-prepared engineering students which we call Pre-engineering students to take General Physics 101 and Engineering 101 while they continue developing their math skills.

TECHNOLOGY

- ❖ At this point all of the Harriman labs and lecture rooms have computer projectors and room assigned laptops.
- ❖ All full-time faculty courses have been flagged as Web-Optional.

FACILITIES

- ❖ The Department continued to work extensively this year with JMZ architects assisting in the design of a new state of the art science, engineering and technology building. We are particularly looking forward to being in one building rather than spread across the campus in three buildings as we are now.

PROFESSIONAL DEVELOPMENT

- ❖ Megumi Kinoshita successfully defended her PhD thesis completing her Doctorate in Physics from SUNY Stony Brook.
- ❖ John Wolbeck completed 12 hours of continuing education credits, as mandated by the Professional Engineering (P.E.) licensing board of New York State.
- ❖ Dr. Kinoshita and Dr. Stillman both developed promotion portfolios and were successfully retained for a third year.
- ❖ John Wolbeck received a promotion to Full Professor.
- ❖ All faculty have completed the required safety training, sexual harassment awareness training and violence prevention training as mandated by the College.

ACCESSIBILITY OF OFFERINGS

- ❖ All full time faculty have had their courses flagged as Web optional.
- ❖ Students that work in the day may complete the first year of the AS Engineering science degree in the evening or in the summers.

COLLABORATION AND PARTNERSHIPS

- ❖ The professional outreach program with Cultural Affairs and the Lyceum lecture series offering Continuing Education opportunities for Professional Engineers in Orange County. The professional outreach program has been extended to licensed Architects as well. In total, thirty-four local professional architects and engineers attended events. Accomplished by Dorothy Szefer and John Wolbeck.
- ❖ John Wolbeck attended a SUNY LSAMP and C-STEP steering committee meeting in New Paltz on January 10th, 2012. LSAMP provides support for under-represented and economically disadvantaged students interested in STEM careers.

HEALTH PROFESSIONS DIVISION

- Dental Hygiene
- Diagnostic Imaging
- Laboratory Technology
- Movement Science
- Nursing
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Athletics and Recreation

HEALTH PROFESSIONS DIVISION AY 2011-2012

Submitted by: Michael Gawronski, Associate Vice President

We are pleased to share with you our report of accomplishments for the 2011-2012 academic year. In keeping with the College's Academic Master Plan for 2010-2015, activities are framed around 8 major themes including: *Curriculum Development, Students, Under-Prepared Students, Technology, Facilities, Professional Development, Accessibility of Offerings, and Collaboration and Partnerships.*

As a Division, we continue our commitment to fulfill the academic mission, which is to contribute to the current and future vitality of the community we serve by providing quality higher education opportunities that meet the demands of our diverse student population. To that end, we provide opportunities and create the enthusiasm that fosters a life-long commitment to learning. It is equally our intent to provide students with the knowledge and skills that will enable them to be effective and productive members of the workforce. By developing scholar-practitioners in the health professions we remain committed to our mission and enhance the quality of the lives of the citizens of Orange County. Furthermore, we remind ourselves daily of the trust placed in us as an institution where we are preparing the professionals who touch people's lives every day.

Following are highlights of the Division reported according to the themes established by the Academic Master Plan for 2012-2015. Furthermore, are the annual summaries from each of the Health Professions Departments including: *Dental Hygiene, Diagnostic Imaging, Laboratory Technology, Movement Science, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Athletics and Recreation.*

As you review the achievements of 2011-2012 outlined in this annual report, I hope you will share my appreciation for the year behind us and excitement for the year ahead. I am grateful for the opportunity to serve as Associate Vice President and to see significant achievements realized by our faculty, staff and students.

Highlights

The Health Professions Division experienced a year filled with many accomplishments in regard to the College's academic mission utilizing the themes outlined in the 2010-2015 Academic Master Plan. The following section includes a few highlights on how the Division has pursued the goals and increasingly realized this mission.

CURRICULUM DEVELOPMENT

- ❖ **Dental Hygiene:** Sustainability Initiatives - going "green" in the dental clinic by cutting down on the use of disposable products and increasing the use of Netbook computers for clinical evaluations thus moving towards a paperless documentation system.
- ❖ **Diagnostic Imaging:** In collaboration with Continuing and Professional Education (CAPE) is now offering a Nuclear Medicine Program and is about to offer an Online Computerized Tomography (CT) Training and Clinical Training leading to an American Registry of Radiologic Technologists (ARRT) Certification in CT.
- ❖ **Medical Laboratory Technology:** Major curriculum changes were presented and accepted by the curriculum committee for the Medical Laboratory Technology degree due to

requirements of additional clinical training hours for compliance with the New York State Licensure law.

- ❖ **Movement Science:** Responding to industry standards - all new fitness facility in Newburgh and new fitness equipment in Middletown.
- ❖ **Nursing:** Dual enrollment agreement formed between SUNY Orange and Mercy College to enable students to have a seamless transition between an Associate's degree and Bachelor's degree.
- ❖ **Occupational Therapy Assistant:** The Department initiated a sustainability policy of online submission of papers and reports to faculty, thereby eliminating the need for printing.

STUDENTS

- ❖ **Medical Laboratory Technology:** The Med Tech Society participated in the annual adopt a family event, continues with an ink cartridge recycling effort, offered a presentation on Stem Cells given by Dr. Dennis Todd of Community Blood Services, and supported a blood bank teleconference offered by the AABB on Antibody Identification at Orange Regional Medical Center.
- ❖ **Nursing:** Students attended Lobby Day, April 2012, in Albany, New York and visited with local congressmen and women concerning nursing initiatives currently before the legislature; the Nursing Club sponsors speaker sessions related to current events in the healthcare field; Club members have been involved in the American Heart Association Walk-a-thon; the Hospice fundraiser in Rockland County and the Cystic Fibrosis Walk. Additionally, a new Nursing Club was formed at the Newburgh Campus.
- ❖ **Athletics:** Over 100 student-athletes participate in varsity athletics; Women's softball and men's basketball were a game away from their national tournaments and Women's Volleyball and Softball teams were Mid-Hudson Conference Champions.

UNDER-PREPARED STUDENTS

- ❖ **Movement Science:** Fostering proven initiatives (Block Schedules, Learning communities, etc.) attempting to build specialty cohorts; Clear communication between disciplines re: expectations and abilities of students; Expanding support for under-represented and at risk students - included pre/co-requisites, extra help sessions outside of scheduled office hours & peer tutoring or study groups.

TECHNOLOGY

- ❖ **Dental Hygiene:** Installed two new dental units (chairs) and "Dentrix" Dental Electronic Records software (also to be used for student instruction).
- ❖ **Diagnostic Imaging:** Installed radiography tutorial software modules in BT 308 for students' self-directed learning; Utilizing Netbooks for "paperless" student evaluations for all Clinical Radiography courses.
- ❖ **Medical Laboratory Technology:** Purchased 5 new microscopes and 50x oil objectives courtesy of the CTEA grant.

PROFESSIONAL DEVELOPMENT

- ❖ **Dental Hygiene:** Academic technology training: two faculty are participating in the Faculty iPad Program.

- ❖ **Occupational Therapy Assistant:** The Department Chair and Academic Fieldwork Coordinator along with an adjunct instructor presented a Poster Presentation at the National OT Conference in Indianapolis in April. The presentation depicted the initiation, development and success of our Community Connections/Partnership Programs.

ACCESSIBILITY OF OFFERINGS

- ❖ **Physical Therapist Assistant:** Provided web-enhanced courses: PTA I, PTA IV, Medical Conditions for the PTA, Introduction to Physical Therapy, Clinical Applications for the PTA, Clinical Education I, II and III, and Introduction to the Health Professions.

COLLABORATION AND PARTNERSHIPS

- ❖ **Diagnostic Imaging:** Orange County Medical Examiner presentation in November on Methodologies and Radiographic Imaging in Forensic investigation.
- ❖ **Medical Laboratory Technology:** Rosamaria Contarino, Department Chair, participated in a conference call to “Expand the NYS Workforce in Laboratory Professions.” ASCP, our certification agency and NAACLS, our accreditation agency, are involved in this effort to increase the number of students graduating from laboratory professions and to increase the number of programs available.
- ❖ **Movement Science:** Increased hours of recreational times, summer camps & leagues; Hosted the First Annual Fitness Professional Certification and Wellness Expo.
- ❖ **Occupational Therapy Assistant:** The SUNY Orange Center for Assistive & Rehabilitative Technology (CART) contracted with and provided evaluation/consultation services to school districts within Orange County: Chester Union Free, Florida Union Free, Goshen Central, Greenwood Lake Union Free, Port Jervis City, Valley Central and Warwick Valley Central School Districts. A total of 18 pupils were provided assistive technology services.

The following sections are the annual summaries from each of the Health Professions Departments: *Dental Hygiene, Diagnostic Imaging, Laboratory Technology, Movement Science, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Athletics and Recreation.*

DENTAL HYGIENE AY 2011-2012

Submitted by: Roberta Smith, Department Chair

CURRICULUM DEVELOPMENT

- ❖ Maintaining currency: Incorporated the use of ELMO into several courses to enhance teaching; All faculty completed mandatory Continuing Education courses; Added video clips of instrumentation to POHS I course shell.
- ❖ Sustainability initiatives: Going “green” in clinic by cutting down on the use of disposable products; Use of Netbook computers for clinical evaluations to move towards a paperless system.

STUDENTS

- ❖ Extracurricular Activities: Students participated in several activities including Earth Day, the Wellness Fair, and the student association (SADHA) among others.
- ❖ Retention Initiatives: Departmental tutoring and academic support was made available throughout the year.

UNDER-PREPARED STUDENTS

- ❖ Dealing with increasing numbers while maintaining standards: This is becoming more challenging as evidenced by the loss of a few students at the end of the spring semester. This is unprecedented. We must maintain high standards in order to prepare students for the licensing examinations. In addition, our program curriculum is ever-expanding and students appear to be ill-prepared academically as well as mentally to cope with it. They must come in with certain foundational skills which they are not. We can only tutor for a limited number of hours a week. Students are also becoming more challenging regarding behavior management which also drains more of our time and energy.

TECHNOLOGY

- ❖ Ensure instruction meets industry standards: Installed two new dental units/chairs; Installed Dentrax Dental Electronic Records software (also to be used for student instruction next year); Purchased three Netbooks for use in clinical evaluations; Uploaded video clips to Angel shell (POHS I).

FACILITIES

- ❖ Equipment: Installed two new dental units/chairs.

PROFESSIONAL DEVELOPMENT

- ❖ Academic technology training: Two faculty have/will be receiving iPad training.
- ❖ Collaboration: This department has collaborated with the Nursing department in several activities and is planning to do so with other departments in the future.

- ❖ New faculty mentoring: Our new faculty member has attended all informational meetings and trainings as required. She is also being mentored within the department.

ACCESSIBILITY OF OFFERINGS

- ❖ All of our courses are either Web-Enhanced or Web-Enhanced-R.

COLLABORATION AND PARTNERSHIPS

- ❖ Interdisciplinary collaborations: We have worked with the Nursing department and plan to expand to other areas next year; The department maintains three articulation agreements with four-year institutions.

DENTAL CLINIC OPERATIONS

Patients Seen

Children (12 years old and under)	70
Adolescents (13–19 years old)	103
Adults (20 years and older)	573
Total Patients Seen	746
Total Patient Visits	1020
<i>(some patients are seen for multiple visits)</i>	

PLANS AND FUTURE DIRECTIONS

Assessment Results

- ❖ National Board Dental Hygiene Examination 2011 - 100% pass rate
- ❖ Northeast Regional Board Examination 2011 - 100% pass rate

Data Collected

- ❖ Board scores; Employer surveys; Alumni surveys; Program completion surveys

Changes Made

- ❖ Increased number of digital X-ray requirements; Increased number of certain adjunct services; Purchased new type of sealant material; Purchased Dentrux Software

Immediate Plans – 2012-2013

- ❖ Purchase and install a second digital radiography set-up; Purchase two Piezo Ultrasonic units

Future Directions

- ❖ 2013-2014: Computerize Clinic Units
- ❖ 2014-2015: Refurbish both the Clinic Waiting Room and the Locker Room
- ❖ 2015-2016: Panelipse X-ray Machine
- ❖ 2016-2017: Refurbish Clinical Area

DIAGNOSTIC IMAGING AY 2011-2012

Submitted by: Ron Kopec, Department Chair

CURRICULUM CHANGE/PROGRAM DESIGN

- ❖ RAD Program syllabus updated annually to reflect changes mandated by the ASRT-American Society of Radiologic Technologist.
- ❖ All affiliation clinical contracts are being updated to reflect student/faculty drug screening requirement of clinical sites.
- ❖ All clinical sites are currently recognized by the JRC/ERT.
- ❖ All clinical instructors are credentialed and approved by the JRC/ERT.
- ❖ All affiliated contracts are being upgraded to reflect participation in all imaging modalities (i.e. Nuclear Medicine Imaging, CT Imaging).
- ❖ Interim Report due October 2013, next site visit 2016.
- ❖ Re-assigned clinical coordinator, Professor Misiak now assigned as Clinical Coordinator.
- ❖ Diagnostic Imaging now offering a Nuclear Medicine Program.
- ❖ Diagnostic Imaging about to offer an Online CT Training and Clinical Training leading to ARRT Certification in CT.

STUDENT SUPPORT

- ❖ Students continue to be active in College-wide club activities.
- ❖ This academic year the department was able to support the students learning with an additional tutor for skill testing.
- ❖ Students past and present participated in a very successful First Annual Diagnostic Imaging Alumni Reunion.

TECHNOLOGY

- ❖ Installed Radiography tutorial software modules in BT 308 student computers now for students' self-directed learning.
- ❖ Replaced out of date faculty computer in BT 308 with refurbished computer.
- ❖ Utilizing netbooks for "paperless" student evaluations for all Clinical Radiography courses.
- ❖ Upgraded computer hardware and software for both full time faculty on a consistent three-year cycle.
- ❖ Angel shell now used for all RAD Clinical courses to provide consistent online support for clinical learning objectives.

PROFESSIONAL DEVELOPMENT

- ❖ Professor Misiak offered 2 Category A Credits for Using Radiation Exposure Guides in a Digital World presentation to our clinical instructors.
- ❖ Professor Verschuuren offered a 5 Category A credits through CAPE in Venipuncture.
- ❖ The department faculty participated in the following professional capacities and events: Co-chair of the Assessment Advisory Committee.
- ❖ Professional Organizations Membership: ISRRT-International Society of Radiographers and Radiological Technologists; ASRT-American Society of Radiologic Technologists; AERS-

Association of Educators in Radiologic Sciences; NYSSRS- New York State Society of Radiological Sciences, Inc.; AERT-Association of Educators in Radiologic Technology.

- ❖ Service to the professional organizations: ASRT-Education Delegate Region 9: Radiography Delegate Region 9, Vice-chair of the Commission of Education, Member of the Curriculum Committee; NYSSRS-First Vice-president, Secretary, Speaker at Annual Conference; Attendance at Annual Conferences: October-AERT, April-NYSSRS, June- ASRT.

COLLABORATION AND PARTNERSHIPS

- ❖ Collaborate with other Allied Health Departments regarding secretarial support services.
- ❖ Commitment of \$25,000 from Orange Regional Medical Center for creation of a Nuclear Medicine Program was located this past year.
- ❖ Attempting to collaborate with the Continuing and Professional Education (CAPE) to build alignment between credit and non-credit offerings, certifications and continuing education courses.
- ❖ Collaboration is taking place in structuring a Certificate Nuclear Medicine Program.
- ❖ Collaborate with CAPE in establishing a CT training program.
- ❖ The Nuclear Medicine Program is currently offered with a combination of both day and evening courses to meet the needs of working students.
- ❖ Orange County Medical Examiner presentation in November on Methodologies and Radiographic Imaging in Forensic investigation.

OTHER

- ❖ Moved one contact hour lecture from clinical instructors (13 clinical instructors @ 13 affiliated sites x 5 clinical courses equals 65 lecture hours) to an online venue thereby savings to OCCC equals 65 lecture hours /yr.
- ❖ E-mailing all course syllabi, student handbooks, all student evaluations are no longer printed out they are stored digitally.
- ❖ NY Imaging sponsored in part the Diagnostic Imaging Alumni Event.
- ❖ Introduce concept of revenue sharing between CAPE and Department offering Continuing Professional Education.

LABORATORY TECHNOLOGY AY 2011-2012

Submitted by: Rosamaria Contarino, Department Chair

CURRICULUM DEVELOPMENT

- ❖ Enrollment in the Medical Laboratory Technology Program continues to be high and the program continues to have an admissions alternate list. This is very exciting for the department as there is a critical need for laboratory professionals and a national shortage. Phlebotomy continues to be popular and always has a waiting list.
- ❖ Both Phlebotomy and the Medical Laboratory Technology Program handbooks were updated to be in compliance with NAACLS accreditation standards.
- ❖ Major curriculum changes were presented to the curriculum committee for the Medical Laboratory Technology degree. The program requires additional clinical training hours for compliance with the NYS Licensure law which will be incorporated into the revised program. Furthermore, a seminar course will be added called Clinical Applications and Review.
- ❖ The department again offered Microbiology for the Health Professions at the Newburgh campus in spring 2012 to support the Nursing department. The course was well received at this campus.

STUDENTS

- ❖ The Med Tech Society participated in the annual adopt a family event.
- ❖ The Med Tech Society began an ink cartridge recycling effort and continues to do so.
- ❖ The Med Tech Society offered a presentation on Stem Cells given by Dr. Dennis Todd of Community Blood Services.
- ❖ The Med Lab Tech Society supported a blood bank teleconference offered by the AABB on Antibody Identification at Orange Regional Medical Center.
- ❖ The department faculty continues to assist students past and present with licensure and certification requirements.
- ❖ The department continues to offer group advising sessions for returning students each semester. For new students, a group advising, with individual advising if necessary, is done at the mandatory new admit orientation meeting.
- ❖ The department chair conducts an informational orientation meeting for phlebotomy at least once per year. A lottery is then done to choose the students and alternates and these students are advised and given registration forms for the course.
- ❖ Pre-admissions orientations are done twice per academic year for students interested in the Medical Laboratory Technology program. If additional students require an orientation and seats are still available in the program, the department chair will conduct individual orientation sessions with these students.
- ❖ The annual Med Lab Tech Pinning Ceremony was held on May 11, 2012.
- ❖ The department and students participated in the second annual Health Professions Recognition Ceremony.

TECHNOLOGY

- ❖ The department purchased 5 new microscopes and 50x oil objectives courtesy of the CTEA grant. Microscopes are a major tool for the students in the MLT program and the 50x oil objectives are useful for the students performing differentials in Hematology and for scanning microbiological organisms in the Microbiology courses.

FACILITIES

- ❖ Microbiology for the Health Professions was offered in the spring 2012 semester at the Newburgh campus. Many of the construction issues such as the lack of electrical power to the lab, autoclave hookup and sink issues have been resolved.

PROFESSIONAL DEVELOPMENT

- ❖ Entire department participated in We Comply training refresher component.
- ❖ Rosamaria Contarino attended a SMART Board training offered through the CTL.
- ❖ Rosamaria attended a training given by Fred Hillebrand of SUNY on approval of programs and courses.
- ❖ Rosamaria also attended a presentation on Public Health given by Dr. Jean Hudson for Dr. Michelle Paradies' Honor course.

ACCESSIBILITY OF OFFERINGS

- ❖ Most of the department faculty have been trained in Angel and are incorporating this new technology into their courses.
- ❖ Clinical training for the spring was again scheduled so that the students did not need to return to campus for classes in the afternoon. This allowed the clinical training sites more flexibility and options so that they could support our students while experiencing staff shortages. This change has also helped the students to better focus on their studies and their clinical training experience without having to shift gears. With a large number of students in clinical this semester, this schedule adjustment allowed the students flexibility in completing all of the required rotations.
- ❖ The department labs are always available to students for additional study as long as there is supervision and a class is not scheduled.

COLLABORATION AND PARTNERSHIPS

- ❖ The department chair works very closely with the nursing staff in the Health Services area to monitor progress on physicals and sending reports to the various clinical training sites. A member of the Health Services team comes to every new student orientation/registration meeting to discuss the requirements for the physical.
- ❖ Crystal Run Healthcare, our newest clinical affiliate, has been extremely helpful in accommodating both the MLT and Phlebotomy students in clinical training. All of our clinical affiliates continue to support the programs to the best of their ability given the shortage of laboratory professionals available to proctor the students. They are also hiring our students, which is terrific for the program and the new graduates.
- ❖ The Chemistry Department faculty continue to modify learning objectives for the Applied Chemistry and Clinical Chemistry courses so that the courses are supportive to the Med Lab Tech student needs.

- ❖ The department continues to work with Patricia Colville of the English Department who teaches Technical Writing for the MLT students.
- ❖ The department chair met with the Nursing department to investigate the possibility of offering General Microbiology to nursing students in the future.
- ❖ The department continues to work with members of the clinical training sites so that together the students will be trained and ready for the workplace upon graduation.
- ❖ The department continues to be a service department to the Nursing, Dental Hygiene and Business departments in our offerings of Microbiology for the Health Professions as well as Fundamentals of Medical Physiology.
- ❖ Rosamaria Contarino participated in a conference call to “Expand the NYS Workforce in Laboratory Professions.” ASCP, our certification agency and NAACLS, our accreditation agency, are involved in this effort to increase the number of students graduating from laboratory professions and to increase the number of programs available. The conference call discussed working with clinical sites, the creation of electronic simulation labs, online curriculum development and creation of an accelerated technician to technologist track. There will be more conference calls in the future to begin working on these initiatives.

ASSESSMENT

- ❖ As a health professions department which is accredited, the department is constantly assessing courses, students and performance. The curriculum changes made in the department which will take effect in fall 2013 were made based on the requirements of the NYS Licensure law as well as the assessment of course evaluations and graduate surveys.

FUTURE DIRECTIONS AND PLANS

- ❖ Re-register the Medical Laboratory Technology Program with NYSED and SUNY to be in compliance with the Licensure law.
- ❖ Continue to explore additional clinical training sites.
- ❖ Continue to work with the Nursing and Dental Hygiene Departments to create a General Microbiology course that will be transferable to the four year colleges and to the BS in Nursing programs.
- ❖ Modernize current laboratory spaces and expand into current Biology lab space (once vacated with move to the new science building) so that the needed General Microbiology can be offered to a large number of students.
- ❖ Create a laboratory space for the Phlebotomy course.

MOVEMENT SCIENCE AY 2011-2012

Submitted by: Sheila Stepp, Department Chair

CURRICULUM DEVELOPMENT

- ❖ **Maintaining currency:** Updated ARC & AHA certifications, attended webinars and conference, use the most updated medical research, offered the first annual fitness instructor certification & Wellness expo.
- ❖ **Responding to industry standards:** All new fitness facility in Newburgh and new equipment in Middletown.
- ❖ **Establishing a baseline of sustainability offerings:** Continue to cover environmental wellness in Concepts of Wellness class.
- ❖ **Identifying and prioritizing sustainability initiatives:** Looking to offer a transdisciplinary seminar presenting principles of sustainability, developing environmental literacy, and expanding awareness of sustainable practices that will steer students toward a lifestyle that they, as well as the entire planet, will benefit from.
- ❖ **Fostering an atmosphere of adaptation and openness to change:** Open discussion on how to improve the major and the courses we offer, open door policy for students, working on becoming more than instructors, but mentors and life coaches.
- ❖ **Identifying new and emerging career and transfer opportunities and develop, where practical, corresponding curricula:** Continue working on public health degree, improve preparedness for students pursuing a health education degree, athletic training degree, nutrition and exercise science. This year we performed a program review for SUNY.
- ❖ **Using the campus as a laboratory:** First time practicum students all worked on campus as assistants to program growth, degree information sharing, students planned a walking trail, and the new exercise in medicine program to kick off in fall 2012, Capstone students analyzed the campus to determine if we had an obesogenic environment.

STUDENTS

- ❖ **Advising:** Working on getting more students to attend group sessions, need to develop an enhanced approach to advising and counseling as opposed to “making a schedule”, begin individual meetings with students going into the final semester - better guidance for Capstone and practicum.
- ❖ **Learning Assistance initiatives:** Study groups.
- ❖ **Library support:** Purchased several new books and two professional journals to be used and included training for the Capstone class.
- ❖ **Retentions initiatives:** Emails to the majors throughout the year asking them to join us in activities/programs/or participate in a study. EOY meetings with graduating majors, emails to advisees with “U” grades.

UNDER-PREPARED STUDENTS

- ❖ **Dealing with increasing numbers while maintaining standards:** Better counseling for exercise studies majors, changed the assessment methods in classes to provide students opportunities to show knowledge and understanding, adjusted assignments to provide opportunities for group work and interaction.

- ❖ **Fostering proven initiatives (Block Schedules, Learning communities, etc.):** Attempting to build specialty cohorts
- ❖ **Clear communication between disciplines re: expectations and abilities of students:** Still working on A&P requirements as well as English - determining an effective essay/writing project for all Wellness students.
- ❖ **Expanding support for under-represented and at risk students:** Included pre/co-requisites, extra help sessions outside of scheduled office hours & peer tutoring or study groups.

TECHNOLOGY

- ❖ **Regular replacement and maintenance plan:** Developed one, but still have outdated computers.
- ❖ **Ensuring instruction meets industry standards:** Currently use a variety of technologies and plan on new programs and equipment, Continue use of PowerPoint, Korr metabolic measurement; Polar monitors, fitness equipment, New Wellness text is completely interactive~ sustainable, most updated information at our finger tips and offers high student engagement. Class videos, YouTube, Angel, documentaries, iPads in development, TED, iUniversity, several apps in use.
- ❖ **Providing Angel Shells for course utilization:** 2 new web enhanced courses and three new instructors trained in the program. We are also using Course Compass as well as many other websites.

FACILITIES

- ❖ **Equipment (establish a baseline then a regular replacement plan):** Designed one last year and trying to stick to it...spin studio bikes, racquetball court floors, pool lane lines and backstroke flags.
- ❖ **Furniture/furnishing (establish a baseline then a regular replacement plan):** Need to develop, new desk chairs.
- ❖ **Space (Instructional space, storage space, office space, recognition that new buildings will have major impact, informal learning space for students):** Losing one bay of tennis courts, re-structure the old weight room to build a combo wrestling and TRX circuit training room has worked wonderfully, spending the summer organizing equipment and doing a quality inventory.

PROFESSIONAL DEVELOPMENT

- ❖ **Technology training:** Blackboard training updates, SMART Board training, iPad training, human movement visible body training.
- ❖ **Using CTL to address needs identified in AMP:** Several faculty attended several sessions and the new Magna provides wonderful access to lectures.
- ❖ **Fostering an atmosphere of collaboration:** (e.g. Interdisciplinary Endeavors) health fairs, special college, teaching CPR for health profession students & Kindercollege staff, facility usage for family empowerment program, CAPE- learn to swim, personal training, and the use of our facility to offer several programs- ballroom and other dance programs, SCUBA, teach specialty sessions for PTA program.
- ❖ **Adjunct and new faculty mentoring and support:** We added only one new instructor and she was mentored by the chair.

ACCESSIBILITY OF OFFERINGS

- ❖ **Web-enhancement and hybrid opportunities:** Added three web-enhanced sections and two hybrids
- ❖ **Non-traditional offerings (e.g. block schedules, accelerated courses, late start, etc.):** Upper body ergometers worked great as an alternative fitness activity.
- ❖ **Information literacy (also writing and critical thinking) infused throughout academic experiences:** All concepts of wellness require a written and presented mid-term, all PED courses require a research project, the new wellness text requires critical thinking and reflection for each lab, prepare debates, and perform a three-10 min speech in various classes.

COLLABORATION AND PARTNERSHIPS

- ❖ **Interdisciplinary collaborations:** Assisted with the development of the interdisciplinary course outlines.
- ❖ **Strengthen and augment internship opportunities and service learning opportunities:** Practicum was much more challenging this semester, but the students developed the SO FIT program which will kick off in fall 2012.
- ❖ **SUNY transferability:** Continue working on these opportunities- meet with faculty at Ithaca College to see if we may develop a clean articulation.
- ❖ **Articulation agreements:** Continue working on these opportunities.
- ❖ **K-16 initiatives:** Nothing at this time, but are planning programs with the new Kindercollege/lab school.
- ❖ **AA and Student Services working together on initiatives:** Campus wide wellness model- EXERCISE IS MEDICINE- SO Fit...
- ❖ **Connections and bridges between AA and CAPE:** Continue to offer Personal training certification course, learn to swim, lifeguarding.
- ❖ **Community outreach:** Greater hours of recreational times, summer camps & leagues, worked on PRT for PTA, developed a relationship with the new Alumni Relations professional, had a student photographer serve as a team photographer, Hosted the First Annual Fitness Professional Certification and Wellness Expo.

ASSESSMENT

- ❖ **Assessment Results:** Completed a program review- gathered a great deal of information to be tabulated and analyzed.
- ❖ **Data Collection:** Will be surveying local fitness facilities & professionals to determine how to improve our certification and expo weekend.
- ❖ **Changes/adjustment made due to assessment:** Surveyed students about the Wellness text and switched based on their recommendations.

NURSING AY 2011-2012

The 60th year of the Associate Degree Nursing Program

Submitted by: Patricia Slesinski, Department Chair and Kathleen Zurilla, Assistant Chair

CURRICULUM DEVELOPMENT

❖ Maintaining currency:

- Curriculum ad hoc review committee formed spring 2012 to update curriculum according to contemporary professional standards. The committee began with weekly meetings and incorporated discussion into the full time- part time department meeting with presentation of a power point and initiation of discussion about curriculum revision. The revision of the mission statement is in process after receiving input via suggestion box and email and also a paper pencil survey. A major review (philosophy of program, conceptual framework and graduate and program outcomes) will continue in the fall of 2012.
- Document of Nursing Student Policies and Procedures amended to reflect changes in contemporary healthcare standards – IOM, QSEN, SBAR, ANA, Team STEPPS
- Dual enrollment agreement formed between SUNY Orange and Mercy to enable students to have a seamless transition between an Associate's degree and Bachelor's degree
- Articulation agreements/Dual enrollment discussions with SUNY IT, Mount St. Mary College and SUNY Binghamton continue

❖ Responding to industry standards:

- Advisory committee meeting scheduled with local industry nursing leaders, alumni and interested parties for May 31, 2012
- Faculty attended meetings concerning implementation of the Institute Of Medicine report in Newburgh and Albany
- Professionalism and Ethics in Nursing course is being developed

❖ Establishing a baseline of sustainability offerings:

- All nursing courses are offered in a web-enhanced format and planning of additional online/hybrid nursing courses and electives are contingent upon the curriculum changes and philosophy.
- Recycling bins and boxes continue to be used and faculty are gradually switching to electronic texts

❖ Identifying and prioritizing sustainability initiatives:

- The three nursing programs continue to be in high demand among the College students. There are over 600 Pre-Nursing students enrolled at the College. Our concern is for the graduate nurse to successfully complete NCLEX licensing examination, be able to provide safe, quality care and to be employable. The current job market in the Hudson Valley for the RN is saturated and the graduates for the past three years have had difficulty finding employment, especially full-time in an acute care setting. Therefore, it is imperative that we continue to establish dual admission programs for the student to obtain a BSN. Hospitals prefer to hire graduate nurses either enrolled or with a Bachelor of Science in Nursing degree.

Therefore, the Nursing administrator needs to continue in earnest to seek out and finalize articulation agreements with both public and private four year colleges.

❖ **Fostering an atmosphere of adaptation and openness to change:**

- Due to limited and shortage of clinical sites, we have begun to offer full day and Saturday clinicals. We are also offering Pharmacology in the summer.
- Faculty need to work more than one job and are unable to attend Monday meetings, accommodations are made through offering SKYPE for level meeting attendance
- Nursing Students are invited to attend faculty department meetings on a monthly basis.

❖ **Identifying new and emerging career and transfer opportunities and develop, where practical, corresponding curricula:**

- Educational partnerships – dual enrollment with Mercy College is established and investigation of partnerships continue. We also have established over the years a close working relationship with O-U BOCES to facilitate LPN to RN transition

❖ **Using the campus as a laboratory:**

- Pediatric Wellness Fair is a collaborative experience for all health science students, using the Kindercollege/Lab Schools as clients and reaching out to Truman Moon students for teaching projects related to health promotion and disease prevention. Nursing III students are also involved in the Campus Wellness Fair to promote women's health. Nursing III will collaborate on the Suicide Prevention Project with the Wellness Center staff.
- We plan to explore the use of the Lab School during the Pediatric Rotation for Denver Developmental Screening of Children or for special teaching projects of children with asthma.

STUDENTS

❖ **Advising:**

- The Nursing faculty continues to collaborate with the advising office in offering Pre-Nursing Advising Sessions. We also offer group advising for students in the program and each faculty member meets with pre-nursing students for one on one advising sessions as requested by the advisee. Each nursing faculty member has approximately 60 advisees.

❖ **Extracurricular activities:**

- Students attended Lobby Day, April 2012, in Albany, New York, and visited with local congressmen and women concerning nursing initiatives currently before the legislature.
- The Nursing Club sponsors speaker sessions for students related to current events in the healthcare field. Club members have been involved in the American Heart Association Walk-a-thon; the Hospice fundraiser in Rockland County and the Cystic Fibrosis Walk.
- Tour of the BODIES exhibit in Manhattan
- A Nursing Club was formed at the Newburgh Campus

❖ **Learning Assistance initiatives:**

- The Tutoring and Advising Center and Skills Lab continue to see over 100 students per week for remediation of clinical skills and assistance with test taking skills.
- Support Module for all Nursing courses continues to be offered at both campuses.

❖ **Library support:**

- The Nursing Department continues to assist the Library with book selection for the Health Sciences.
- We also collaborated with the LRC in video offerings for the next three years with MED COM offerings.

❖ **Retentions initiatives:**

- Nursing course attrition rates decreased significantly this year at both the Newburgh and Middletown campuses. Retention has improved since the advent of the Tutoring and Advising Center and using Kaplan testing services which also provides focused reviews for students and other remedial tools.
- Peer tutoring and study groups are student initiatives.

UNDER-PREPARED STUDENTS

❖ **Dealing with increasing numbers while maintaining standards:**

- We have increased the number of skill hours for instruction and remediation of skills by full-time faculty. Full-time faculty continue to teach the Nursing support courses at each level and Clinical Calculation courses.
- The Clinical Coordinator assists faculty in the clinical setting with students who have demonstrated clinical weaknesses.

❖ **Fostering proven initiatives (Block schedules, Learning Communities, etc.):**

- Upper level nursing students mentor incoming freshman and pre-nursing students informally. A mentoring culture continues to be developed for both faculty and students.
- The Tutoring and Advising Center actively recruits peer tutors, adjunct faculty and is directed by a coordinator. The part time coordinator maintains full time contact with faculty in giving feedback about student success.

❖ **Clear communication between disciplines re: expectations and abilities of students:**

- The Nursing Department schedules yearly discussions with the Chairperson of supporting courses at the end of the year curriculum meeting. In 2010, the Chairperson of Science, Engineering and Architecture discussed the differences in the chemistry courses and the curriculum of Elements of Chemistry and Physics, which led to the curriculum change to have Chemistry as a pre-requisite for Nursing;
- In 2011, the Chair of MLT discussed the difference in General Microbiology and Microbiology for the Health Professional, which may precipitate a change in course offering.
- In the upcoming year we plan to have Biology faculty come to discuss the curriculums of Anatomy & Physiology 1 and 2.

❖ **Expanding support for under-represented and at risk students:**

- Continue the current Tutoring and Advising Center initiative.
- Incorporate Kaplan Nursing into classroom assignments.

TECHNOLOGY

❖ **Develop regular replacement plans:**

- An inventory is being conducted by the simulation specialist and a replacement schedule will be in place for faculty laptops.
- There is an urgent monetary need for repair or warranty fund for the high fidelity simulators.
- The computers in BT 229 are outdated and unable to accommodate changes in software for programmed instruction.

❖ **Ensure instruction meets industry standards:**

- Five instructors are participating in the iPad program and have attended CTL offerings related to technology.
- Our instruction must include EMR (electronic medical records), we are piloting the implementation in Nursing III in Newburgh spring 2012, funding for the support of instruction at both the Middletown and Newburgh campus will be forwarded to PBIE.

❖ **Provide Angel Shells for course utilization:**

- All faculty use Angel shells for coursework and are engaged with using Elluminate and other more sophisticated tools of the system.

FACILITIES

❖ **Equipment (establish a baseline and a regular replacement plan):**

- Phones with light for messages, PBIE request for 2 ELMOs for the Newburgh campus.

❖ **Furniture/furnishing (establish a baseline and a regular replacement plan):**

- Currently the furnishings are adequate on both campuses

❖ **Space limitations:**

- Need instructional space and skills lab in Newburgh
- Computer lab needed for online testing in Middletown
- Increase storage space at the Newburgh and Middletown campuses
- Increase office space on the Middletown campus
- Create a larger space for the Tutoring and Advising Center in Middletown

PROFESSIONAL DEVELOPMENT

❖ **Academic technology training:**

- All faculty are trained to use Angel and attend trainings offered by CTL.
- Faculty take advantage of Webinars whenever possible. Many faculty are engaged with an online free training webinar sponsored by the NYS Board of Nursing for clinical instruction.

- “Creative Teaching Strategies” (6.4 contact hours) was offered for free to all full and part time instructors on November 18; it was paid for by the attendance of outside Nurse Educators who attended to gain knowledge, network with peers and the contact hours.
- Maternal Infant Services Network (MISN) continues to offer free conferences for our faculty and students each semester on topics related to women’s and children health.

❖ **Fostering an atmosphere of collaboration (e.g. Interdisciplinary endeavors):**

- Pediatric Wellness Fair
- Participation in Health Professions recognition ceremony.
- Dental hygiene presentation to Nursing II students.
- Faculty guest speakers for Introduction to Health Professions
- Faculty guest speaker for Honors Biology Course

❖ **Adjunct and new faculty mentoring and support:**

- The formal mentoring program established in 2010 continues to provide education and support to junior and senior faculty members. Adjunct faculty are included in all mentoring activity offerings. There is a formal mentoring session on Monday mornings that is optional for faculty to attend and every attempt is made to pair new faculty with a mentor. We would like to create a mentoring culture not only for faculty but for students – an educative/supportive community.
- Adjunct faculty are sent all email communication that full time members receive
- An Angel shell was created to facilitate communication with Adjunct clinical instructor to share all relevant clinical materials
- Adjunct faculty also are included as students on the Multisensory Laboratory Angel course

ACCESSIBILITY OF OFFERINGS

❖ **Web-enhancement and hybrid opportunities:**

- All Nursing courses are web-enhanced. We anticipate offering hybrid courses, as we did with Nursing and Writing a few years ago.

❖ **Information literacy infused throughout academic experiences (also writing and critical thinking skills):**

- Term paper (Nursing Process Paper)

The Nursing Process, which is part of our conceptual framework, teaches the student to think in a systematic way. Patient data is collected and analyzed, problems or patient’s physical and psychological needs are identified and a plan of care is made. Using this process facilitates reasoning and assists the student to critically think and develop clinical judgment.

- Weekly Nursing care plan papers that the learner submits are used to enhance critical thinking and reasoning skills.
- Effective lower and higher level questioning to facilitate thinking and analysis of information are used in the classroom, lab and clinical setting.

COLLABORATION AND PARTNERSHIPS

❖ Interdisciplinary collaborations:

- During the planning of the Pediatric Wellness Fair not only are health science students and faculty contacted, but also early education, art, Kindercollege, and biology. We have worked to include the entire campus so that all students can be involved in a community service project.

❖ Strengthen and augment internship opportunities and service learning opportunities:

- We have contacted Petra Wege-Beers to discuss summer nursing internship opportunities. We also post opportunities within the department for students to take advantage of. Currently our students participate in summer internship programs at Orange Regional Medical Center, Catskill Regional and Westchester Medical Center.

❖ SUNY transferability:

- Mercy College will accept all of our undergraduate nursing courses to apply toward a BSN.

❖ Articulation agreements:

- Articulation agreements exist with: SUNY Delhi, Dominican College, Mercy College, Mt. St. Mary College, NYU, Pace University, SUNY Empire State, Russell Sage College, SUNY IT and SUNY Binghamton.

❖ K-16 initiatives, including Community College in the High School:

- The Nursing department conducts tours for local high school students at both the Middletown and Newburgh campuses.
- Several prerequisites can be taken at the high school level – Biology, Chemistry and Psychology. Sociology could also be offered.

❖ AA and Student Services working together on initiatives:

- Suggestion - Creating a mentoring environment for students with career coaching and related activities to promote employability and an altruistic Orange County Community member

❖ Enhance connections and bridges between Academic Affairs and CAPE:

- CAPE continues to administer the TEAS test.

❖ Enhance connections with local industries:

- The Directors of Nursing at Local healthcare organizations are invited to be members of the Advisory Board for the Nursing Department.
- The Staff Educators at local healthcare facilities are invited to attend the Nursing Educator's breakfast, which also includes nursing faculty from local colleges.
- ORMC and SUNY Orange SIM have been in negotiations for offering simulation training to ORMC for competencies for staff nurses.
- SUNY Orange Nursing continues to collaborate with other area schools to share clinical resources, meeting in the fall and spring for scheduling purposes.

- Continue discussion with administrators from SLCH and Bon Secours to utilize the SIM training for their employees.
- Maternal Infant Services network will be our partner this fall, along with the Wellness Center and Students in Concepts of Physical Wellness as we begin to implement our Peer education program to prevent sexually transmitted infections.
- Truman Moon Elementary School is our long standing partner in promoting community health through the Pediatric Wellness Fair.

ASSESSMENT RESULTS

❖ Retention of Students: 90% retention rate across the curriculum

- Nursing 1, fall 2011 began with 115 students, ended with 89 students. (77% retention rate)
- Nursing 1, spring 2012 began with 23 students, ended with 20 students. (85% retention rate)
- Nursing 2, fall 2011 began with 19 students, ended with 16. (85% retention rate)
- Nursing 2, spring 2012 began with 84 students, ended with 80 students. (95% retention rate)
- Nursing 3, fall 2011 began with 74 students, ended with 71 students. (96% retention rate)
- Nursing 3, spring 2012 began with 16 students, ended with 15 students. (94% retention rate)
- Nursing 4, spring 2012 began with 73 students, ended with 72 students. (98% retention rate)
- Higher retention rates are due to Tutoring and Advising Center, which is funded by the SUNY High Needs Nursing Grant and Kaplan NURSING focus review testing services.
- The focus of this grant changes in 2013 and the Nursing Department will need to find another avenue to fund the Center.

❖ NCLEX Pass Rate:

- 96.4% DAY FIRST TIME PASS RATE
- 93.4% EVENING FIRST TIME PASS RATE

❖ Graduate Employability:

- Numbers continue to be down, with graduates finding jobs in community health organizations instead of the hospitals due to the economy driving job instability and unemployment rates. Hospitals are seeking Magnet status, which requires 90% of the graduates to hold a BS in Nursing. In addition, on a national level, the Institute of Medicine initiative sets a standard for 80% of Registered Nurses to have a BSN by 2020. It is imperative that we continue to seek a dual enrollment with a public university in addition to Mercy College so that the College's faculty employment numbers across all disciplines remains stable.

❖ Future Direction/Immediate Plans:

- We need to educate a technologically competent graduate nurse. Financial funding is needed for purchase of electronic medical record systems access for students on the Newburgh and Middletown campuses.

- With Newburgh fully operational and Middletown at capacity, workload issues for the Department chairperson continues to be a NLNAC and SED concern. A request for a Newburgh Coordinator has been submitted. The chairperson needs to be assured of time to negotiate dual enrollment agreements with other SUNY schools, along with traditional chair responsibilities.
- Faculty continue to be assigned on both campuses due to the amount of Junior, untenured faculty and the demand of specialty areas – Obstetrics, Pediatrics, Intensive Care and Psych.
- The number of clinical sites for our students continues to be a challenge, due to increased enrollment at all local academic nursing institutions. Nursing administration needs time to travel and to meet with hospital administrators outside of the current geographic area.
- Our retention rates significantly increased this past academic year due in strong part to the success of the Tutoring and Advising Center and increased skill hours for teaching and remediation of clinical skills.
- Curriculum Review is being conducted by an ad hoc committee, whose job is to develop rubrics for all assignments and clinical evaluation.

SUMMARY

The faculty wishes to thank the administration for its support of the nursing program this academic year. The approval to hire four qualified full-time faculty positions to replace recent faculty departures will assist in faculty retention and job satisfaction. The faculty also wish to thank all the College departments that support the work of the nursing department – particularly Admissions, CAPE, Kindercollege, Student Support Services, Wellness Center, Educational Partnerships, the Office of institutional Advancement and Academic Affairs.

OCCUPATIONAL THERAPY ASSISTANT AY 2011-2012

Submitted by: Flo Hannes, Department Chair

The Occupational Therapy Assistant program, an AAS degree, prepares students in becoming practitioners who provide services directed at enabling people to engage in the tasks and activities (the occupations) that are relevant to daily life. Certified Occupational Therapy Assistants (COTA) work under the supervision of, and in collaboration with, Registered Occupational Therapists (OTR) addressing individual's functional abilities and limitations in performance of daily occupations. The COTA's responsibilities include providing purposeful activity to restore lost physical, cognitive and psychomotor skills, training in the use of assistive devices, and adapting environments and occupations to enable successful and safe performance. This program is accredited by the Accreditation Council for Occupational Therapy Education.

The enrollment in the OTA program continues to increase: with 26 students accepted into the 2012-2013 class out of 44 qualified candidates; 28 students will return for the 2nd year.

The **SUNY Orange Center for Assistive & Rehabilitative Technology (CART)** provides information, individual assessments, demonstrations, equipment loans, recommendations and training related to assistive technology products and services.

- ❖ School-based services: assistive technology services were provided to 18 students in the Florida, Goshen, Greenwood Lake, Port Jervis, Valley Central and Warwick School Districts.
- ❖ Assistive technology informational and interactive workshops were provided to SUNY Orange OTA students, Crystal Run Village, Inc., New Hope Community.

It has been an exciting and productive AY for the Faculty, Staff and Students:

CURRICULUM DEVELOPMENT

The OTA Faculty and Staff continue to refine and enhance the OTA curriculum based on the results of ongoing program evaluation. Program evaluation methods include: Student Feedback Forms; Faculty reflections and assessment of courses taught; Student Exit conferences, which take place upon completion of 4th semester clinical internships; Analysis of student examination results from the National Board for Certification for Occupational Therapy; Graduate and Employer follow-up forms; Advisory Board and Fieldwork Educator meetings and a full faculty curriculum review at the completion of the spring semester. Based on the compilation of these program assessments the following changes have been or will be initiated to enhance curriculum development and to address the use of the campus as a viable laboratory:

- ❖ Service-learning opportunities for students are now initiated during the 1st semester when the students are required to research community-based agencies and programs. This research leads to the development of a service-learning project in the second and third semesters. (Projects are described in Collaboration/Community Partnerships section).
- ❖ Medical Conditions (OTA 106) will be taught in the 2012-2013 spring semester by an Occupational Therapy Practitioner. While the students valued the expertise and knowledge base of the Biology Professor who has taught the course for the last two years, they have

requested more occupational therapy theory and application to the various conditions they are learning.

- ❖ The problem-based learning (PBL) group modules will be restructured as individual PBL projects. Each student will be presented with two actual cases (pediatric and adult clients). They will be given the opportunity to work with a supervising Occupational Therapy Practitioner in facilities throughout the local region. This change is in direct response to repeated student requests for increased hands on experience.
- ❖ Success of the SUNY Orange Center for Assistive and Rehabilitative Technology (CART) has afforded enhanced opportunities for students to become familiar with a wide range of adaptive technology services and equipment.
- ❖ This program will be enhanced to provide open lab hours for any SUNY Orange student to explore the diverse assistive technology offerings available for both the Middletown and Newburgh campuses. OTA students, under the guidance of the coordinators of the CART, will provide student mentorship during open lab hours for SUNY Orange students and community members.
- ❖ The OTA Department has initiated a sustainability policy of online submission of papers and reports to faculty, thereby eliminating the need for printing.

STUDENTS

- ❖ Students have engaged in a number of diverse and community oriented extracurricular activities this year: active participation in the NYS OT annual conference held on the SUNY Orange campus; participation in a NYS Legislative Lobby Day in Albany to promote awareness and legislative support for the Occupational Therapy profession and a plethora of community outreach projects. (Collaboration/Community Partnerships section).
- ❖ The revised admissions policies and procedures prove to be highly successful for all parties involved: students, OTA staff and the Admissions Department. While the objective rubric developed to assist in the OTA program selection process has proven to be a beneficial part of the admissions process, it has become apparent that a more in-depth essay and interview process is necessary. Both of these will be initiated for the fall 2013 admissions process.

UNDER-PREPARED STUDENTS

- ❖ It is becoming a greater challenge to deal with the increasing number of students who present with behavioral and emotional issues while engaged in both the didactic and clinical components of the program. A student will complete academic courses with passing grades, even A's and B's, and then fail in the clinical components, because of behavioral, emotional and attitudinal issues. While there are assessments in each semester to address professional behavior areas, there are those students who are not taking responsibility for their actions. This in turn leads to an increase in the proportionate number of student grievances filed for our small program. Based on these concerns, we have increased the weight of grading for professional behaviors and have initiated an extensive interview process for applicants to the fall 2013 OTA class. **Please note:** The Behavioral Intervention Team has been a great support system with a potentially problem student.

TECHNOLOGY

- ❖ The continuation of funding through a CTEA Grant has allowed us to enhance the previously upgraded computer hardware and software technology in the OTA Lab. The Grant has been

extended for the 2012-2013 AY, but will cover only the salary of an assistive technology consultant. Fundraising options and grant applications will be actively pursued.

- ❖ The installation of a new computer, monitor and printer for the Academic Fieldwork Coordinator has ensured that we will remain competitive in seeking and tracking all fieldwork sites.

FACILITIES

- ❖ There is a great need for additional space for the SUNY Orange CART on the Middletown campus, and a strong community and student need for a CART presence on the Newburgh campus.

PROFESSIONAL DEVELOPMENT

- ❖ Chair, Academic Fieldwork Coordinator and 2 adjunct instructors completed professional development courses and attended the National OT Conference in Indianapolis in April.
- ❖ The OTA Department, Chair and Academic Fieldwork Coordinator and an adjunct instructor presented a Poster Presentation at the National OT Conference in Indianapolis in April. The presentation depicted the initiation, development and success of our Community Connections/Partnership Programs (Program descriptions in the Collaboration/Community Partnerships section).
- ❖ Mildred Consolo-Melchionne, Academic Fieldwork Coordinator, has been appointed to the NYS Occupational Therapy Association as statewide liaison for Certified Occupational Therapy Assistants (COTAs).
- ❖ Flo Hannes has been invited to represent OTA educational programs as a member of the NYS Education Department Board for Occupational Therapy.

ACCESSIBILITY OF OFFERINGS

- ❖ All OTA courses are either Web-Enhanced or Web-Enhanced-R.

COLLABORATION AND PARTNERSHIPS

The OTA “Community-Connections” Project provides students with an opportunity to work with a variety of community agencies, programs and clients and to assist in the development of outreach programs, adaptive equipment and assistive devices. The project also provides students with an opportunity to experience the health service workplace prior to beginning clinical practice. SUNY Orange OTA Students design and develop program options and/or functional tools to address the needs, goals and therapeutic intervention plans for the client presented.

Community Connections/Partnerships:

OTA students engaged in a variety of service learning programs in collaboration with a diverse variety of Orange County community agencies and facilities: Elant, Orange County Office for the Aging, Winslow Therapeutic Riding Center, Zylofone.org (a developing Performing Arts Center for Disabled Individuals of all ages), Safe Homes (a shelter for battered women and their children), School Districts-Transition from High School Programs and Jewish Family Services.

- ❖ The SUNY Orange Center for Assistive & Rehabilitative Technology (CART) has contracted with and provided evaluation/consultation services to school districts within Orange

County: Chester Union Free, Florida Union Free, Goshen Central, Greenwood Lake Union Free, Port Jervis City, Valley Central and Warwick Valley Central School Districts. A total of 18 pupils were provided assistive technology services.

- ❖ The SUNY Orange 'College Learning Circle' was a Pilot Program initiated by OTA students as part of their Community Connections projects. The College Learning Circle offered a unique opportunity for individuals with physical and cognitive disabilities to attend educational classes in a structured and therapeutic environment. The program included arts, wellness and communications courses designed by OTA students. Courses were tailored to the skill and ability level of participants to ensure success and maintain interest. College Learning Circle participating Agencies: Orange County AHRC, Crystal Run Village, Inc., Family Empowerment Connections Program, New Hope Community and Occupations, Inc.
- ❖ Continuation of the 2010-2011 pilot program between the SUNY Orange Center for Assistive Technology, the OTA Program and the Elant System to develop non-traditional therapy-based activities for the residents during non-therapy time to reduce boredom, improve residents' quality of life, and offer opportunities of a variety of activities of interest during their rehab stay.
- ❖ **CarFit: a Collaboration Between SUNY Orange CART, Elant and the Orange County Office for the Aging:** CarFit is an educational program developed by the American Society on Aging that offers older adults the opportunity to check how well their personal vehicles "fit" them. Supported by the Association for the Advancement of Retired Persons (AARP), the American Automobile Association (AAA) and the American Occupational Therapy Association (AOTA), CarFit events allow a team of trained technicians to work with the participants in order to "fit" them to their vehicle for maximum safety and comfort. Program events are held at Glen Arden and SUNY Orange Middletown and Newburgh campuses.
- ❖ **Jewish Family Service of Orange County, Inc. and the SUNY Orange CART:** Initiated a collaborative partnership to design and implement a study on the use of iPads by children with special needs. The objectives of the program will be: to foster engagement and encourage family interaction. SUNY Orange OTA and Psychology students will help facilitate and monitor iPad use and ensure proper data collection.
- ❖ **Internship Opportunities:** 72+ Level II Clinical Practice & Fieldwork sites
- ❖ **Articulation Agreements:** Dominican and Mercy College Master OT Programs
- ❖ **K-16 Initiatives:** The OTA Program Faculty and Students have initiated "*Back to Basics: A Kindergarten Basic Skills Groups*" in partnership with the Warwick Valley Central School District. This innovative pilot program allows OTA students and classroom teachers to collaborate and offer weekly in-classroom group activities for each of the 12 K-classes within the school district. The activities focus on enhancing developmental skills.
- ❖ **AA and Student services working together on initiatives:** Accessibility, Open AT Labs for students with accessibility needs
- ❖ **Enhance Connections and Bridges between AA and CAPE:** The SUNY Orange CART and CAPE (Business Solutions) are developing a series of workshops on Assistive Technology to be presented to direct care staff at Crystal Run Village, Inc. The initial 10-week course will be offered at Crystal Run Village and will begin in August 2012.
- ❖ OTA Program & CAPE, in collaboration with Crystal Run Village, Inc. are developing a business plan to initiate the *College Learning Circle*, as a full and active college experience for individuals throughout Orange County with varying degrees of special needs: physical, cognitive and social.
- ❖ **Enhance Connections with Local Industries:** In response to innovative student programs, ELANT continues to hire graduates and has initiated an ELANT/OTA Program scholarship.

- ❖ ELANT CEO, Todd Whitney was the guest speaker at the 2011 Health Professions Recognition Ceremony.
- ❖ SureHands Lift and Care Systems, P&D Remodeling, Bussani Mobility & Van Services, ADA Lifestyles, Home Health Care of Newburgh are collaborating with the SUNY Orange CART to plan the Assistive Technology EXPO to be held in June 2013 at SUNY Orange Middletown.
- ❖ New Hope Community (Sullivan County) has contracted with the SUNY Orange CART to develop an assistive technology demonstration site and state-of-the-art sensory stimulation classrooms on their campus in Loch Sheldrake.
- ❖ **OTA involvement with College Wellness Center:** OTA students will develop group wellness and support programs as a service learning project for the College Wellness Center during the 2012-2013 AY.

IMMEDIATE PLANS: 2012-2013

- ❖ Increase skills lab practice opportunities
- ❖ Add research components to increase knowledge of evidence-based
- ❖ Offer OTA certification examination review courses
- ❖ Introduction to Assistive Technology – spring 2013 Special Topics Course
- ❖ 3rd Annual AT EXPO
- ❖ Development of a SUNY Orange College Learning Circle
- ❖ Enhanced CART Collaboration with SUNY Orange Accessibility Services
- ❖ Open CART lab hours for SUNY Orange students and community members
- ❖ Initiate a CART presence on the Newburgh Campus
- ❖ OTA Program Theater Production Group to perform the *“Luckiest Penny Musical”* on the Newburgh Campus – fall 2012

FUTURE DIRECTIONS

- ❖ Enhance and expand the services offered through the SUNY Orange Center for Assistive & Rehabilitative Technology. Establish a site on the Newburgh Campus and seek grant funding for a mobile outreach unit.
- ❖ Offer a certificate in Assistive Technology in conjunction with CAPE.
- ❖ Collaborate with Early Childhood, Lab School, Architecture and Engineering programs to enhance a co-teaching concept related to pre-school education, environmental modifications and assistive technology.
- ❖ Develop community workshops related to functional, productive and healthy living.

PHYSICAL THERAPIST ASSISTANT AY 2011-2012

Submitted by: Dr. Maria Masker, Department Chair

The Academic Year 2011-2012 has proven another very successful year for the Physical Therapist Assistant Program. The Program has demonstrated faculty and staff stability as well as continued improvement to all categories of the Academic Master Plan.

CURRICULUM DEVELOPMENT

- ❖ There have been no complete course changes this academic year; however, the Physical Therapist Assistant Program's curriculum undergoes continual program review. The PTA Program faculty meets annually to review course content, syllabi and course sequence. Annual curriculum meetings shed light on modifications needed to keep the program current to industry standards. Changes to sequencing and flow within the Academic Course Sequence are performed at this meeting. Each course experiences modifications annually as needed to accommodate for progressive technology and research, trends in the health care profession, and more recently instructors have identified clinically focused content within their respective course material which has benefitted from revisions. Internal changes/additions to the PTA Program Curriculum for the upcoming AY will be reflected in the following:
 - Information regarding rehabilitation pertaining to burn injuries will be removed from the course PTA IV and will be enhanced with increased information pertaining to pathology and etiology of burns within the course Medical Conditions for the PTA and treatment options to be added to PTA I.
 - A unit pertaining to Women's Health will be added to PTA IV.
 - An intensive review and subsequent re-write will be performed to Contemporary Practice for the PTA.
- ❖ In addition, course revisions are instituted to reflect assessments performed by the faculty, students, graduates and SUNY Orange PTA employers (please see sub-heading of Program Assessment).
- ❖ This year was the first year for both Criminal Background Checks and Drug Screening performed after initial acceptance, but prior to newly accepted students entering Program courses. The derived results demonstrated good success. All 27 entering students were assessed and passed both the check and screening. As this was the first year of both the check and screening program students entering into the second year of coursework submitted to a Criminal Background Check with no positive results. Drug screening for this group of individuals occurred prior to their initiation into the previous AY.
- ❖ The greatest assessment of curriculum and program design stems from each health professions accreditation process. The PTA Program remains fully accredited through CAPTE (Commission on Accreditation in Physical Therapy Education) with the next projected site visit to be scheduled some time in 2018. The 2011 annual report has been submitted and accepted fully by CAPTE.

TECHNOLOGY

The Physical Therapist Assistant Department has been fortunate to boast several technological advancements this AY:

- ❖ In order to progress with current industry trends the following additions were made to treatment equipment:
 - Purchase of one Dynatron Cold Laser for use in PTA II
 - Two pieces of treatment equipment were donated to the program for instruction and patient simulation in the core curriculum:
 - A new TENS Unit was donated by a local company, EMPI for use in PTA II
 - The program received a used Ultrasound Unit from Orange Regional Medical Center for use in PTA II
 - A replacement set of weights and Theraband was purchased
- ❖ One faculty member; Edward Leonard, was selected to be involved in the faculty iPad program
- ❖ A new laptop was purchased to replace an outdated laptop for Karen Stephens
- ❖ Two new muscle models were purchased; one upper extremity and one lower extremity for use in Kinesiology
- ❖ Replacement student desks with future potential for electric capacity for student laptop/technology access were purchased

Remaining technological advancement requests continue to be submitted to PBIE annually with the following equipment projected for the AY 2012-2013:

- ❖ Replacement parallel bars for Bio Tech 103
- ❖ SMART Board for Bio Tech 103
- ❖ Replacement of bedside tables for each treatment table/booth

Angel Course Shells are being utilized as a requirement for the following core courses: PTA I, PTA IV, Medical Conditions for the PTA Introduction to Physical Therapy, Clinical Applications for the PTA, and Clinical Education I, II, and III. In addition, the remaining courses are projected to incorporate the Angel system within the next AY (please see Program Goals).

As greater computer access and advanced technology emerges in learning; the use of live access to the internet and use of multiple teaching techniques incorporated in the classroom are necessary to match the student's diverse learning styles. Progressive technology needs will continue to be explored and pursued during the academic year 2012-2013.

STUDENT SUPPORT

- ❖ Initially, the academic year 2011-2012 began with a total of 50 students in the Physical Therapist Assistant Program (please refer to the PTA Program ATTRITION/MATRICULATION TABLE below). The attrition rates for first and second year PTA students remain stable when viewed in combination and as compared to previous years. The Physical Therapist Assistant Program is anticipated to graduate 23 of 23 students this August; the largest graduating class in over a decade.
- ❖ Moving forward, fall 2012 will see a fourth year of a full class of first year students equaling at least 24, not to exceed 28, with the second year students returning at 23 strong. The Admissions Department in collaboration with the PTA Program has selected another class of 28 individuals who are expected to meet the challenges of the PTA Program and the Division of Health Professions. The enthusiasm and determination of the PTA Program candidates are evident by their successful pursuit of admissions.
- ❖ The entering fall 2012 cohort was selected via a variety of Admission Eligibility Criteria. This incoming class had the opportunity to view an online PowerPoint Presentation with a survey and certificate of completion advanced from attending an on-campus Pre-Admission

Orientation. The Pre-admission Orientation served as an introduction of the prospective student with the Department Chairperson, yet did not provide individual one-on-one attention/interview capabilities. Small group interviews were added as a part of the Admission process for this incoming class. Due to the success of both the PowerPoint Presentation and the small group interviews, additional modifications are being implemented for the fall 2012 cohort.

- ❖ The PowerPoint Presentation has been edited to reflect supplemental information.
- ❖ PTA Program candidates will attend a one-on-one interview with the PTA Program Chair prior to being considered for Admission.
- ❖ Once admitted to the PTA Program, further College involvement is encouraged. During their time as PTA Program students this takes form in the involvement in the PTA Club, a club sanctioned and supported by the Student Senate. Participation in the PTA Club is fully supported by the PTA Program faculty and staff with two PTA Program faculty advisors. This Club participates in extracurricular events and activities for the students involving them in student government and providing them the opportunity of learning to work in a collaborative manner with fellow students, faculty and staff. The PTA Club activities culminate in a Pinning Ceremony held annually by and for the graduating class.

PTA Program ATTRITION/MATRICULATION TABLE					
Graduating Class/Program	# of Students initiating Fall 2011	# of Students lost due to attrition Fall 2011	# of Students lost due to attrition Spring 2012	# of returning students Fall 2012	# of anticipated graduates August 2012
2012/PTA	23	0	0	0	23
2013/PTA	27	4*	0	23	XXXXX

* All four students did not complete the fall 2011 Semester due to Academic difficulties; one student is anticipated to return to the fall 2012 Semester to repeat Medical Conditions for the PTA.

UNDER-PREPARED STUDENTS

Although all students admitted to the PTA Program are finished with any remedial instruction required, under-prepared students remain a serious problem necessitating attention at all levels within the college environment. In support of this effort, Edward Leonard instructed in HLT 101, Introduction to the Health Professions during its inaugural year 2012-2013. This course is an approved credit bearing course on the Basic Writing 040 course listing and is designed to introduce students to the many health professions degrees offered by the College. As this course offering grows, the potential for a Health Professions Learning Community will be investigated to address those under-prepared students wishing to enter into a health profession field of study.

FACILITIES

- ❖ Currently, instructional space is adequate for the PTA Program. The PTA Lab is a dedicated area, 2,520 square feet of teaching/laboratory space divided into a combination of a lecture area with student desks and chairs, and laboratory space where laboratory instruction and simulated patient care takes place.

- ❖ Program storage areas are contained within both the PTA Lab/Bio Tech 103 and the PTA Program offices within the Bio Tech building.
- ❖ Program offices are located within the Bio Tech building and house each program faculty member as well as the program Department Secretary.
- ❖ In an effort to promote sustainability through greater internet access and access to Angel in the classroom, tables which have the potential to convert to supply electricity for student laptops and personal electronic devices were purchased. Investigation of possible grant writing to pay for the necessary adaptations to make the student tables “live” is projected to begin during the 2012-2013 AY.

PROFESSIONAL DEVELOPMENT

- ❖ Full-time and part-time program faculty for this past AY were:
 - Edward Leonard, PT began his employ as ACCE to the PTA Program at Orange County Community College in the rank of Instructor in August 2010 and has been approved for retention to his third year of the tenure process.
 - In addition, Mr. Leonard is currently enrolled in a Doctoral program of physical therapy
 - Dr. Karen Stephens, PT remains as a tenured Professor at Orange County Community College
 - Gretchen Meier, PT was employed as Adjunct Instructor and Clinical Liaison to the Clinical Education I and II courses for the AY 2011–2012
 - Dr. Maria Masker, PT has been retained as Department Chair and tenured Associate Professor to the PTA Faculty
- ❖ Continuing education course work has been pursued and completed independently by the program faculty and meet the requirements for the New York State Office of the Professions.
- ❖ Two continuing education courses sponsored by the PTA Program and organized by Edward Leonard are or have been offered this year:
 - The Mulligan Concept – An Introductory Course Mobilizations with Movement, ‘NAGS’, and ‘SNAGS’ and More by Northeast Seminars, April 14 and 15, 2012
 - Physical Therapist Assistant Exam Preparation Course by Therapy Ed., June 26, 2012

ACCESSIBILITY OF OFFERINGS

- ❖ The following are web-enhanced courses provided through the PTA Program: PTA I, PTA IV, Medical Conditions for the PTA, Introduction to Physical Therapy, Clinical Applications for the PTA, Clinical Education I, II and III, and Introduction to the Health Professions
- ❖ The PTA Program instruction occurs with the use of several courses offered in a block schedule format. These courses include PTA I, PTA IV, Introduction to Physical Therapy, Introduction to the Health Professions, and Medical Conditions for the PTA. Clinical Education offerings are on a full-day basis and may include staggered start/finish times.
- ❖ The PTA Program utilizes multiple student assessment activities to enhance the learning experience and include informational literacy through the use of the internet to complete multiple course projects. The students attend an introduction to web-based research by the library staff as a part of Clinical Applications for the PTA occurring in the first semester coursework. Student projects, laboratory practicals and papers rely on a combination of writing and critical thinking skills for successful completion.

COLLABORATION AND PARTNERSHIPS

The PTA Program has increased its involvement with collaboration and partnerships in the following ways:

- ❖ The PTA Program is currently contracted with over 80 clinical sites within the tri-state area and Pennsylvania for the provision of clinical affiliations for program students. These contracts call for three clinical education sites per student; this signifies 72 separate clinical education experiences for a graduating class of 24.
- ❖ The PTA Program has been successful at providing one Continuing Education course for the local PT professionals and will be holding a review course targeting recent SUNY Orange PTA Program graduates and additional local graduates for the national licensure examination in June. The PTA Program goal is to hold two Continuing Education courses each AY.
- ❖ The PTA Program has been involved in the collaborative effort to investigate and develop the interdisciplinary College Wellness Center which opened its doors this AY. Continued and additional involvement is expected during the AY of 2012–2013.

PTA Program Goals:

- ❖ Development and use of Angel course shells for remaining PTA Program courses
- ❖ Perform individual interviews with each PTA Program Admission Candidate
- ❖ Develop and hold two Continuing Education courses for local therapeutic community at large
- ❖ Successful completion of articulation agreement with Mercy College
- ❖ Pursue increased involvement with the College Wellness Center
- ❖ Obtain funding and purchase additional equipment as noted in Technology section
- ❖ Successful submission and acceptance of the Program Annual Report to CAPTE

Program Assessment:

In order to evaluate the efficacy and success of the PTA Program, several assessment tools are utilized. These tools are assessed annually and the timing of each is indicated below. The following is a list of the programs assessment surveys:

- ❖ Student Course Evaluation
- ❖ Instructor Course Evaluation
- ❖ Employer Program Evaluation Survey
- ❖ Graduate Follow-up Form

STUDENT COURSE EVALUATION: At the completion of each semester every student is provided with a course evaluation form which surveys all aspects of the educational experience from textbooks, instructional formatting, instructor ability, testing formats and technology.

INSTRUCTOR COURSE EVALUATION: At the completion of each semester faculty members perform course evaluations pertaining to each of the courses they taught; the form used surveys enrollment, purpose, effectiveness, evaluative criteria, possible revisions, self-assessment of the teaching/learning process, and the classroom environment.

EMPLOYER PROGRAM EVALUATION SURVEY: Each year employers of our graduates are surveyed with relation to the many facets of the now employed graduates' abilities. This includes but is not limited to the ability to work under the direction and supervision of the physical therapist and as an effective member of the health care team, treatment abilities, communication skills, and

documentation abilities. The employer is requested to elaborate by identifying areas which they felt the graduate was or was not well prepared.

GRADUATE FOLLOW-UP FORM: Each year the graduates from our program receive a survey approximately eight months following graduation to survey their employment status, further educational experiences, and other demographic information pertaining to same. The graduates are asked to rate their educational experience with relevance to their employment.

The results of these surveys and forms are tabulated and modifications/revisions are implemented within the curriculum to match the indicated needs. This area was one which was stressed, evaluated, and reassessed by CAPTE with acceptance of revised assessment tools indicating thresholds and means to take action for areas requiring improvement.

PTA PROGRAM ASSESSMENT SUMMARY 2011-2012

Criterion	Goal	Data Source	Goal met? (YES/NO)	Action/Plan
Institutional policies and procedures	Institutional policies and procedures will be in 100% congruence with the PTA mission and curriculum.	Annual Administrative Audit	YES	No action required; Continue to monitor
Program policies and procedures	Program policies and procedures will be in 100% congruence with the PTA mission, philosophy and objectives.	Annual Administrative Audit	YES	No action required; Continue to monitor
Resources	Program expenses will not exceed the Annual Budget by greater than 2%.	Annual Administrative Audit	YES; however, it is noted that the Annual Budget amounts have declined by more than 10% for each of the past two years as reported to CAPTE. Currently the decrease has not caused any impact to the program, but must be monitored in order to meet accreditation standards.	No action required to date; Continue to monitor

Mission, philosophy, goals and objectives	Program mission, philosophy, goals and objectives will be in 100% congruence with the PTA program curriculum.	Annual Administrative Audit	YES	No action required; Continue to monitor
Curriculum	General Education Content will be in 100% congruence with the PTA program curriculum.	General Education Content Audit	Not performed this AY.	No action required; Continue to monitor
	Physical Therapy Content will be in 100% congruence with the PTA mission, philosophy, goals and objectives.	Annual Physical Therapy Content Audit	YES – assessed during Curriculum Review – several changes still decided to progress curriculum with current industry trends.	Updates to PTA 1, Medical Conditions for the PTA, PTA IV and Intro. To PT; Continue to monitor
	The curriculum will be presented in a logical and sequential order.	Annual Physical Therapy Content Audit	YES – as above	Updates to be implemented as above; Continue to monitor
Clinical education program	Student Clinical Education evaluations and responses located on the Graduate Follow-up Form will reflect 100% correlation.	Annual Clinical Education Audit	Yes – for the graduating class of 2011; Not completed to date for the graduating class of 2012	No action required; Continue to monitor
	Student preparedness will be viewed as 100% for the clinical experience as noted by both the student themselves and the CCCE.	Annual Clinical Education Audit	7 CCCEs of 80 surveyed reported 100% of students prepared for clinical education experience; 16 of 16 student surveys noted appropriate preparedness for clinical education experience	No action required; Continue to monitor

	Students will pass Clinical Education 1, 2, and 3 with rate of 85% or better of the graduating cohort.	Banner	YES – all students successfully completed Clinical Education III for the graduating year of 2011 and all students have successfully completed Clinical Education I and II for the graduating class of 2012.	No action required; Continue to monitor
Performance of recent graduates	If the licensure examination pass rate of any annual statistic drops below the acceptable average of 80%, the program will perform a full review of the curriculum and cohort for potential reason.	Annual Student Enrollment and Performance Audit	YES – the licensure examination rate remains higher than the acceptable average of 80%.	No action required; Continue to monitor
	100% Satisfaction from program graduates and employers		100% satisfaction noted of 16 surveys returned from all 16 graduates of 2011 14 employers of 67 surveys responded to the Employer Evaluation Survey of 2011-2012 with 5 no responses of a possible 266 responses = 98% satisfaction.	“No” responses by employers discussed at one bi-annual PTA Program Advisory Board meeting where it was decided that the 2% did not demonstrate a significant trend within program instruction; No action required; Continue to monitor

Admissions process, criteria and prerequisites	<p>A. If the attrition rate exceeds the National Average minus 1 standard deviation over the course of two years OR the National Average minus 1.5 standard deviations for one year, the program will engage in a full Admissions Process review to insure that those students selected are truly eligible.</p>	Annual Student Enrollment and Performance Audit	YES	No action required; Continue to monitor
Admissions process, criteria and prerequisites	<p>B. If the enrollment numbers, i.e. students who are eligible and have successfully completed the admissions process, are greater than 30 and the resultant cohorts graduate with an attrition rate above the National Average for three consecutive years, then the program will reassess the Admissions Process with the intent to raise admission standards.</p>	Annual Student Enrollment and Performance Audit	<p>The number of eligible students to the graduating class of 2011 did not exceed 30 eligible candidates to the PTA Program, whereas the number of eligible students to the graduating classes of 2012 and 2013 did exceed 30 eligible candidates. The attrition rate remains below the National Average for the past three consecutive years.</p>	No action required; Continue to monitor

Program enrollment	<p>A. If the attrition rate exceeds the National Average minus 1 standard deviation over the course of two years OR the National Average minus 1.5 standard deviations for one year, the program will engage in a full curriculum review including general education coursework.</p>	Annual Student Enrollment and Performance Audit	YES	No action required; Continue to monitor
	<p>B. If the enrollment numbers, i.e. students who are eligible and have successfully completed the admissions process, are greater than 30 for three years consecutive, then the program will petition CAPTE to increase the acceptable enrollment.</p>	Annual Student Enrollment and Performance Audit	The number of eligible students has not exceeded 30 for the past three consecutive years.	No action required; Continue to monitor
Core faculty	<p>If the anticipated student to teacher ratio becomes greater than 1:16 in lab, the institution shall be informed of the additional need of faculty.</p>	Banner	YES	No further action required; Continue to monitor
	<p>Should a non-tenured faculty member receive two consecutive semesters of poor evaluations consistent of</p>	Annual Core Faculty and Adjunct Faculty Audit Form	YES – further evaluation of the core faculty at Curriculum Review indicated that the role modeling of PTA	A PTA Adjunct Faculty Member has been interviewed and hired to teach the laboratory component of

	greater than 25% negative responses on the respective Evaluation form and having undergone an improvement plan of one academic year without improvement, will be dismissed from the program faculty.		to Student PTA is not being met in the classroom.	PTA 1 to enhance the role modeling of Student PTA to PTA. Continue to monitor
	Students' pass rates of 75% or better will be realized over 85% or better of each cohort/course.	Banner	YES	No action required; Continue to monitor
Adjunct and supporting faculty	Should an adjunct and supporting faculty member receive greater than 25% negative responses on the Evaluation of Clinical Liaison form two consecutive semesters and having undergone an improvement plan of one academic year without improvement, will be dismissed from the program faculty.	Annual Core Faculty and Adjunct Faculty Audit Form	YES	A departmental change has been decided. In order to provide the program with improved role modeling, mentoring and increase congruence with CAPTE, a PTA will be hired to instruct as an adjunct in the upcoming AY 2012-2013.
	Students pass rates of 75% or better will be realized over 85% or better of each cohort/course.	Banner	YES	No action required; Continue to monitor

Clinical education faculty	Should a clinical education faculty member receive greater than 25% negative responses on the PTA Student Evaluation of Clinical Experience of Clinical Instruction form or the Clinical Liaison Visit Sheet over two consecutive clinical education assignments where a conflict or personal difficulties are investigated and ruled upon the Clinical Instructor will no longer be utilized as a clinical instructor.	Annual Clinical Education Faculty Audit	YES	Two Clinical Instructors have been removed from the pool of Clinical Instructors. One Out Patient Setting will remain with a Hospital Setting being placed on a “HOLD” status.
	Students in the current graduating cohort will pass Clinical Education 1, 2, and 3 with a pass rate of 85% or better for the graduating cohort.	Banner	YES	No further action required; Continue to monitor

ATHLETICS DEPARTMENT AY 2011-2012

Submitted by: Wayne Smith, Director

The SUNY Orange Athletic Department runs varsity sports for the student body, as well as, intramural activities for the campus community and recreational activities for the general public. We offer seven varsity sports, and are a member of NJCAA Region XV and the Mid-Hudson Conference. The athletic department understands its role as a recruiting tool for the College, as well as our part in retaining students at SUNY Orange. The Department also strives to be a rallying point for the campus community and community at large. We pride ourselves on the quality of our programs, our adherence to NJCAA rules and ideals, and strive to be the model athletic program at both the conference and regional levels.

In academic year 2011-2012:

- ❖ We had over 100 student-athletes participate in varsity athletics.
- ❖ We welcomed a new head coach to our Softball program.
- ❖ Women's softball and men's basketball were a game away from their national tournaments.
- ❖ We had a golfer place at the Region XV tournament and he will participate in the NJCAA National Tournament this June.
- ❖ The Women's Volleyball and Softball teams were Mid-Hudson Conference Champions.
- ❖ We had numerous individuals recognized on post season all-star teams, all-academic teams, and as Mid-Hudson Conference 'Athletes of the Week'.
- ❖ Brittani Romanelli, women's basketball, was named a third team NJCAA All-American.
- ❖ Amber Butenhoff, softball, named NJCAA National player and pitcher of the week in April.
- ❖ We hosted the Mid-Hudson Conference Women's Basketball Tournament again this year.
- ❖ The Orange County Home Show used the facility over spring break and ran a successful event.
- ❖ We were able to have an athletic trainer at almost all home events, and also had a home events coordinator to assist with games and events. Both of these additions were very well received.

Our year went very well from an operational standpoint.

FACILITIES/EQUIPMENT

- ❖ We added a new Precor AMT machine to the weight room. The machine has been well used and received. We replaced the retractable, indoor batting cage in gym three. We added a new storage shed for outdoor sports/ classes.

SCHEDULING/TRAVEL/OFFICIALS

- ❖ With the help of the Business Office, our entire travel schedule was put out to bid. We used West Point Tours for our charter trips. This went very well, and we hope to repeat the contract with them next year. Enterprise Rentals was used for the small teams and short trips. The official fees increased as per the regional contract, as did the assignors fees. The quality of officiating and the scheduling and rescheduling of officials is good. Communication with and payment of officials is aided by the new online system used by the assignors.

ELIGIBILITY/COMPLIANCE/STUDENT RETENTION

- ❖ Our letters of intent and all eligibility continues to be done electronically. Records and Registration is a great help in certifying these athletes. Student monitoring and advising helps to retain our athletes. The Counseling Center had been of great assistance with this the past couple of years. The coaches and faculty mentors continue to also be keys in this process.

FUNDRAISING

- ❖ The individual teams did fundraising as we have in the past to help with additional travel and athletic gear needs. Clinics, leagues, raffles and gear sales all went well. Camps and leagues will again be run this summer. We are limiting our offerings slightly, due to the construction on campus. Our Women's basketball team held its second annual 'Think Pink' night that raised money for the American Cancer Society. Baseball held a 'Remembering Josh' to recognize our past player and begin a scholarship in his name.

HALL OF FAME

- ❖ With the help of Alumni Relations and the Athletic Advisory Committee, we announced our first ever Hall of Fame class this spring. The ten inductees will be introduced next November at the College's Reunion and Homecoming weekend. We will begin the process again next fall, and hope to make this a yearly event.

FUTURE PLANS

Ongoing

- ❖ Continue to constantly give our students and the community as a whole a rewarding and first-class athletic program. Student recruiting, retention, and success both academically and athletically are our goals.
- ❖ Encourage students-athletes to be involved in the community with the formation of a Student-Athlete Community Leadership Club.
- ❖ Continue to work to re-establish our camps and leagues to provide an affordable sport camp setting for the youth of Orange County.
- ❖ Continue to utilize the facility for community and sporting events.
- ❖ Continue to provide exercise and activity outlets and opportunities for the students, campus community and general community of Orange County through the rec. club and intramurals.
- ❖ Host High School sectional and possibly regional athletic events.
- ❖ Water lines for baseball and softball fields.

Short Term (1-2 years)

- ❖ Address our athletic training situation. I have requested more money to help with this situation. I have also put an athletic training position into the PBIE system.
- ❖ Refinish the racquetball court walls.
- ❖ Replace all fitness room machines. Weight machines, tread mills, etc. Research possible lease situations.
- ❖ Outdoor marquee for campus events and important dates.
- ❖ Refinishing of the Gym floors.

Longer Term (3-5 years)

- ❖ Look into starting a new women's program (golf, cross country, soccer, bowling).
- ❖ Repaint and refurbish gyms.

SUMMARY OF TEAM SPORTS

Records and Achievements

<u>TEAM SPORT</u>	<u>ROSTER / RECORD</u>	<u>ACHIEVEMENTS</u>
Men's Soccer	24 players / W 3 L 8	Mid-Hudson Conference Team: 1 st Team-Anthony Pascarelli; Region XV Team-Anthony Pascarelli; Sportsmanship Team-Anthony Pascarelli
Women's Volleyball	8 players / W 12 L 9	Mid-Hudson Conference Champions; Mid-Hudson Conference Team: 1 st Team-Marilyn Borth, 2 nd Team-Rebecca McGill; SUNY Chancellors Award-Marilyn Borth
Women's Tennis	6 players / W 0 L 5	
Women's Basketball	10 players / W 15 L 13	3rd Place in Conference Tournament; Mid-Hudson Conference Team: MVP-Brittani Romanelli, 2nd Team-Alexis Tripodo. Region XV Player of the week-Brittani Romanelli; Region XV Team-Brittani Romanelli
Men's Basketball	16 players / W 22 L 9	Mid-Hudson Conference Team 1 st Team- Ryan McNeill- Moses, 2nd Team-Rob Hueston
Women's Softball	13 players / W 23 L 9	Mid-Hudson Conference MVP- Amber Butenhoff, 1 st Team-Amber Corrigan, Region XV Team-Amber Butenhoff, Player of the Year-Amber Corrigan, Danielle Gomez, Katey Knapp, Fran McLeod, MHC Champions& Region XV Champions, Shana Madura - Coach of the Year
Men's Baseball	24 players / W 12 L 24	Mid-Hudson Conference 2 nd Team-Sean Booth 2 nd Team- John Jonas <u>Region XV Team-Sean Booth, Team Sportsmanship Award</u>
Golf	8 players / Point system	<u>National Qualifier</u> - Scott McWatters; <u>Mid-Hudson Conference</u> 1 st Team- Scott McWatters; <u>All Region XV Team</u> Scott McWatters
Men's Tennis	No Team	

Men's Athlete of the Year - Ryan McNeill-Moses - Basketball

Women's Co-Athlete of the Year - Amber Butenhoff - Softball, Brittani Romanelli - Basketball

Additional Accomplishments: Held various events such as: MHC Women's Basketball

Tournament; Coaches Fundraising; Racquetball Tournament; Baseball Clinics.

INTRAMURAL SPORTS AND RECREATION AY 2011-2012

The ***Intramural Sports Program*** provides a variety of individual sports, team sports, and fitness activities for the Campus Community. Dodgeball (fall) and Tennis (spring) were added to the list of offerings this academic year. The Intramural Program gives students, faculty, and staff the opportunity to exercise, socialize, and compete within the confines of a positive, friendly, atmosphere. In so doing, the Intramural Program serves as a retention tool for currently enrolled students, while maximizing the use of the Physical Education facilities.

Exercise and fitness opportunities for employees include the use of the weight room, racquetball courts, tennis courts, and swimming pool. A spin-cycling class is also offered during the Tuesday/Thursday activity period.

Listed below are the activities that were offered during the past Academic Year. The student and faculty Grapevine issues have been helpful in getting the word out to students regarding the intramural offerings. In the future, a social-networking site, such as Twitter, would be useful in increasing student involvement.

Programs are offered on a co-ed basis whenever possible, and sportsmanship is highly emphasized. T-shirts are awarded to winning teams and individuals, as well as to those who show exemplary sportsmanship.

Activity	Number of Participants
Indoor Soccer (fall and spring)	57
Dodgeball	32
Volleyball (fall and spring)	56
Wrestling (fall and spring)	6
3 on 3 Basketball	32
Tennis	4
Spring 5K run	12
Faculty/Student Softball game	Rain cancellation

Our ***Public Recreation Program*** provides community members with access to the Physical Education facilities on Friday evenings, Saturdays, and Sundays. Adults and children may use our swimming pool, tennis courts, racquetball courts, and weight room (adults only) for a small fee. Group rentals of the gymnasium, swimming pool, studio, courts, and fields are also permitted. Many families take advantage of this by using our facilities as the site for birthday parties, family outings, and club get-togethers.

Adult volleyball and basketball groups use the gymnasium on most weekends for recreational play. Youth soccer and volleyball teams enjoy gym use for off-season practices. In the fall, an adult racquetball tournament was held that raised funds for the athletic program.

Providing this program as a public service helps showcase the campus to potential student-athletes, supporters and contributors. Our public recreation offerings provide a niche that differs from other fitness/wellness facilities.

Providing these exercise options helps improve the quality of life for the residents of Orange County and beyond.

The weekend hours for the public extend from September through July. The months of January, February, and March are the busiest. The facility is generally closed for maintenance and repairs during the last 3 weeks in August.

On a typical weekend during the busy winter months, an average of 80 people use the pool for open and lap swim, 65 people play racquetball, 2-3 groups rent the gymnasium for team sports, and there are anywhere from 1-4 birthday parties.

We are also able to provide tournament space to outside groups that fit the community college philosophy. Groups such as AAU Basketball, Whoosh Volleyball, and Aqua Gems Swim Team hold practices and events throughout the year. This collaboration provides much-needed space for those organizations and provides positive exposure for the College. Section IX and OCIAA have used our courts in the past for their boys and girls tennis tournaments. With the elimination of 4 of the tennis courts, this is no longer a viable option.

While our priority in the Movement Science Department is to allocate space and time to our Physical Education classes and athletic teams, we are also pleased to be able to provide this much needed service to the general public.

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY STUDIES DEPARTMENT AY 2011-2012

Submitted by: Elaine Torda, Department Chair

The goal for this academic year was to continue developing the program basics: including course development, definitions of terms and initiation of talks on compensation and loading. This report will not contain all of the general topics of a normal report as the department is still in its developmental stages.

STUDENTS

- ❖ No students in program/department
- ❖ Students were asked for their opinions of and input into the *Intro to Gender* and the *Humanities* classes. The former, in particular, came at the request of the Honors students who took a one-credit Honors seminar entitled *Gender Roles* and wanted an expanded course. Students also serve on the Sustainability Committee, instrumental in the *Intro to Sustainability* course.

UNDER-PREPARED STUDENTS

- ❖ Pre-requisites for the four courses were carefully considered. *Intro to Sustainability* was developed with the idea that students in WRT 040 could take it.

CURRICULUM

- ❖ Significant research done on: definitions of terms such as: humanities, team-teaching, co-teaching; humanities courses & interdisciplinary programs/offerings at other two- & four-year institutes; loading & payment practices at other institutions allowing team-teaching
- ❖ Four courses completed and approved by the Curriculum Committee:
 - HUM 101: *Intro to Humanities I: Ancient to the Medieval*
 - HUM 102: *Intro to Humanities II: Renaissance to the Contemporary*
 - IDS 115: *Intro to Gender*
 - IDS 151: *Intro to Sustainability*
- ❖ Three sent to SUNY and approved as GE 7 courses: HUM 101, HUM 102, IDS 115 (hopefully by June 1)
- ❖ All courses designed to be team taught (or co-taught)
- ❖ Three courses include portfolio creation as part of the evaluation process
- ❖ Began exploring community service opportunities
- ❖ Courses under development: *The Brain, Civil Rights*, a general internship course

PROFESSIONAL DEVELOPMENT

- ❖ CTL: Working on a training session for best teaching practices in ITV rooms
- ❖ On Task Force for Undergraduate Research: to encourage interdisciplinary collaboration of faculty and students on research projects
- ❖ Served on the Hudson Valley Educational Consortium Executive Council
- ❖ Prepared a talk as part of a four person panel on Interdisciplinary education; my talk was on developing a new department. My talk was not given due to time constraints.
- ❖ Attended several talks on IDS at National Collegiate Honors Council Conference (Oct. 2011)

FACILITIES

- ❖ No facilities designated solely for IDS exist presently. As the program grows and faculty are eventually hired, this will need to be addressed.

ACCESSIBILITY OF OFFERINGS

- ❖ Exploring opportunities to offer courses in Middletown and Newburgh via ITV rooms; potential implementation fall 2012
- ❖ Exploring possibility of scheduling courses in under-utilized times to increase opportunity and avoid scheduling and course conflicts typically present during high activity time slots
- ❖ Reviewing possibilities of shared classes via ITV rooms with members of the Hudson Valley Educational Consortium

COLLABORATION AND PARTNERSHIPS

- ❖ Courses developed with collaborative input:
 - *Intro to Gender*: E. Torda, S. Stepp (Movement Science) and C. Harris (Behavioral Sciences)
 - *Intro to Sustainability*: J. Zurovchak (Biology), S. Moegenburg (AVP), Sustainability Committee
 - *Humanities I & II*: E. Torda, J. Lehtinen and S. Slater-Tanner (Arts & Communication), R. Heppner (former VPAA), G. Platt (English/Philosophy), small sub-committee (included those listed above plus H. Weber—Global Studies and R. Cacciatore—Criminal Justice)
- ❖ Internship course: Petra Wege-Beers (Dir. Careers and Internships), L. Fleming and S. Krissler (Business), E. Torda, J. Lehtinen (Arts & Communication)
- ❖ A small group is working on a course called *The Brain*: S. Paradies (Biology), L. Hannes (Psychology adjunct), Janine Sarback (Criminal Justice) and E. Torda
- ❖ Institutional Advancement: Developed million dollar grant proposal submitted to the NEH: J. Osburn: Director of Grants; H. Perfetti: VPAA, E. Torda: IDS chair; R. Hammond: Associate VP for Resource Development
- ❖ Created an Advisory Board to make recommendations until permanent faculty is hired; members include: J. Lehtinen, C. Harris, G. Platt, S. Stepp, J. Wolbeck, E. Lugo and E. Torda
- ❖ With CTL: working on a faculty training session: best practices when teaching in ITV rooms (summer 2012)
- ❖ H/R: Dr. Perfetti began initial exploration of compensation and loading agreements
- ❖ Registrar: Established course coding system for IDS department offerings: IDS and HUM
- ❖ Hudson Valley Educational Consortium: exploring possible sharing of IDS and Honors courses via ITV

TECHNOLOGY

- ❖ Exploring ITV rooms as a method of delivery; otherwise, courses will be offered in Smart classrooms
- ❖ Purchased 2 iPads for faculty use
- ❖ All courses will utilize Angel shells and e-portfolios where appropriate

MISCELLANEOUS AND ASSESSMENT

- ❖ Hired and trained a new administrative assistant for the program (in conjunction with the Honors Program)
- ❖ Other than reviewing and re-adjusting the five-year plan, none at present

ACADEMIC AFFAIRS SUPPORT OFFICES

- Center for Teaching and Learning
- Continuing and Professional Education
- Cultural Affairs
- Honors Program
- Learning Assistance Services
- Library
- Office of Educational Partnerships

CENTER FOR TEACHING AND LEARNING (CTL) AY 2011-2012

Submitted by: Dena Whipple, Coordinator

The Center for Teaching and Learning (CTL) had an exciting and productive year. Over the 2011-2012 academic year, the CTL offered professional development sessions on a variety of pedagogical and technological best practices to foster collaboration and collegiality among College faculty, staff and administration. The goal of the CTL is to provide a resource center that serves the College community and focuses on the teaching and learning process at SUNY Orange.

CURRICULUM DEVELOPMENT

- ❖ The development of the CTL programming schedule strives to constantly influence and enhance curriculum development across the College community with the introduction of new technologies and best practices that support the teaching and learning process. Please see “Professional Development” for a list of sessions offered through the CTL over the 2011-2012 academic year.
- ❖ In our pursuit to maintain and respond to industry standards, the CTL and Office of Instructional Technology have been involved in the development of a project with the nursing department and the use of Second Life, a virtual environment where students and faculty can meet, conduct research or perform various other tasks related to their coursework.
- ❖ The Faculty iPad Program (explained more fully in the Technology section) was implemented during the spring 2012 semester and will undoubtedly enhance the preparation and delivery of curriculum in the 2012-2013 academic year. Faculty iPad participants were provided with their iPad (third generation) devices and a training session and will have the 2012 summer months to develop their utilization of the device in their teaching. The participants have the 2012-2013 academic year to implement their chosen techniques with the iPad and will then report back to the CTL and College community on their discoveries through a faculty sharing session. The Faculty iPad Program is a pilot project at SUNY Orange and will be used to guide future related initiatives.
- ❖ Since the summer of 2011, the CTL, Office of Instructional Technology and SUNY Orange Board of Trustees have developed a trustee orientation webinar series through a grant from the Association of Community College Trustees (ACCT). The webinar series has developed into five live webinars focusing on the issues of: Key Roles and Responsibilities of Trustees, Financial Management, The Board/President Relationship, Current Issues Affecting Community Colleges, and Driving Organizational Change.

STUDENTS

- ❖ Though currently the CTL is focused more heavily on trainings for faculty, staff and administration, the goal of these trainings is to directly impact and enhance the student-learning environment provided at SUNY Orange. As the CTL expands its offerings and campus-wide relationships, more opportunities will arise for the CTL to assist student needs moving forward.
- ❖ Several CTL events offered this semester saw attendance from the student population: Lucinda Fleming’s (Business Department) Faculty Spotlight Session on “Harnessing the Technology Revolution” as well as “Promoting Civility in the College Setting”, a session

presented by Vice President of Academic Affairs Heather Perfetti, Vice President of Student Services Paul Broadie and Vice President of the Newburgh Campus Mindy Ross.

- ❖ The CTL presented a “SMART Board Basics” one-hour session to the SUNY Orange Future Teachers Association. Students were provided with hands-on training on the set-up, features, and implementation of the SMART Board in K-12 in order to prepare them for future employment.
- ❖ As part of the Faculty iPad Program, the SUNY Orange libraries will each receive an iPad (third generation) as well as support through the CTL to better serve student research and database needs.

UNDER-PREPARED STUDENTS

- ❖ The CTL supports and encourages the use of multi-modalities in the presentation of course material to reach students at all levels. Several CTL sessions including “Student Learning Styles”, “Multimedia Presentations”, “Jimi Hendrix, Jack Nicholson or Al Pacino: Who Would Make the Best Classroom Assistant?”, and “War & Masculinity: What Film and Literature Teach Us About Veterans” focused on the multiple ways instructors can present material for greater student success, as well as, discussed current issues of under-prepared and under-represented student populations.
- ❖ As the CTL expands its offerings and campus-wide relationships, more opportunities will arise for the CTL to assist under-prepared and under-represented student needs moving forward.

TECHNOLOGY

- ❖ The CTL has implemented a “Training Request Form” button on its webpage to assist in the professional development needs of faculty, staff and administration. Site visitors fill out the form with their specified training request and scheduling availability. The requests are used to develop future trainings through the CTL or set up one-on-one consultations with the interested faculty/staff member.
- ❖ The Faculty iPad Program was developed and implemented this past academic year. This is the first of its kind at SUNY Orange and was supported by the Office of Academic Affairs. Thirty iPads were purchased for the program, with each division receiving eight, the library receiving two (one for each campus) and the CTL receiving four to use for iPad trainings and/or to lend out to interested faculty members for a specified amount of time during the semester. Faculty iPad participants applied for the program by submitting a proposal to their respective Associate Vice President discussing how they would implement the iPad into their curriculum. The participants will have the iPads for one academic year (fall 2012 through spring 2013). Each participant will be part of a future faculty sharing session offered through the CTL to discuss their discoveries and best practices with the iPad in the higher education setting.
- ❖ The Interactive Television (ITV) Rooms were utilized this year for the Faculty Spotlight Series in order to offer these information-rich sessions to participants at both campus locations. This technology provided the space necessary to develop an ongoing dialogue and collaboration, and also serves to meet the needs of faculty in either location.
- ❖ Please also see the “Professional Development” section of this report to see technology-specific sessions offered through CTL.

FACILITIES

- ❖ Prior to the start of the 2011-2012 AY, the wall between Library rooms 213 & 214 was removed. This created a collaborative space between the CTL and the Office of Instructional Technology and allowed for a larger training environment for professional development sessions.
- ❖ The use of the campus ITV rooms was a new space for professional development opportunities and allowed faculty to participate remotely in training and best practice sessions.

PROFESSIONAL DEVELOPMENT

- ❖ The CTL offered approximately 25 pedagogical and technological trainings for faculty, staff and administration this past year. The topics included:
 - SmartBoard Basics
 - The iPad in Higher Education
 - Using Publisher's Resources to Increase Student Success
 - It's in the Cloud: Getting Students to Read
 - Podcasting
 - Multimedia Presentations
 - Faculty Sharing Session
 - Middle States Information Session with Deborah Moeckals
 - Student Learning Styles
 - Google Applications
 - Webinar: The Other Side of Assessment
 - Webinar: How to Assess Student Satisfaction and Priorities
 - How to Create Dynamic Discussion Forums in Angel
 - Grading and Presenting with the iPad
 - iPad Essentials
 - Harnessing the Technology Revolution
 - Undergraduate Education
 - Angel Features for Web-Required Courses
 - Autism Awareness
 - War & Masculinity: What Film & Literature Teach Us About Veterans
 - Promoting Civility in the College Setting
 - Incorporating Media & Movies in Angel
 - Jimi Hendrix, Jack Nicholson or Al Pacino: Who Would Make the Best Classroom Assistant?
 - Non-Verbal Communication
- ❖ The CTL also provided more than 30 one-on-one consultations with College employees on various topics related to the teaching and learning process.
- ❖ The development of the Faculty Spotlight Series was a new initiative this past year for the CTL. Seventeen faculty members/administrators from various areas of the College coordinated and presented a one-hour best practice/informational session in one of their areas of expertise to their fellow colleagues.
- ❖ Through the support of Academic Affairs, the CTL purchased a one-year subscription to Magna Commons, an on-demand webinar library providing professional development opportunities to SUNY Orange faculty, staff and administration 24 hours a day. The webinar

categories focus on Teaching & Learning (face to face and online) and Academic Administration (face to face and online).

- ❖ Participants and presenters of CTL sessions will receive a professional development certificate for each session they attend/present during the academic year.
- ❖ A new initiative that took place this past year was the “CTL One-Minute Tip” presented at each College assembly meeting. This project served three main purposes: 1) to demonstrate various ways of presenting material, 2) to keep the College community informed on the latest projects happening in the CTL, and 3) to provide best practice and technology tips on the teaching and learning process.
- ❖ Adjunct faculty are now able to access and attend all professional development training sessions offered through CTL.

ACCESSIBILITY OF OFFERINGS

- ❖ The utilization of the Interactive Television Rooms on both campuses allowed faculty to attend professional development trainings remotely and on a more regular basis than in previous academic years. Participating faculty and staff are presented with attendance certificates that can be utilized for the promotion, retention and tenure process.
- ❖ Several CTL sessions were offered numerous times and on varying days of the week throughout the semester to meet the availability needs of faculty and staff.

COLLABORATION AND PARTNERSHIPS

- ❖ The CTL instructional space was utilized for Academic Affairs presentations including: A Faculty Forum, New Faculty Meetings, and Promoting Civility in the College Setting.
- ❖ The CTL served as a meeting place for several committees, task forces and College groups including: Academic Technology Committee, Social Media Task Force, Assessment Committee, and Encore.
- ❖ The CTL is represented on the following committees/groups: Academic Technology, Social Media Task Force, and the Innovative Instructional Technology Grants (IITG).
- ❖ The CTL also served as a lab and demonstration space for technology vendors, including Mimio and Apple.
- ❖ The CTL will be working with the Interdisciplinary and Honors program faculty to develop best practices for teaching in the ITV rooms on both campuses.
- ❖ Several sessions offered through CTL were provided after 3:00pm in order to better serve the needs of Community College in the High School faculty.
- ❖ Academic Affairs and Student Services collaborated on a training offered through CTL on “Promoting Civility in the College Setting”.
- ❖ The CTL, along with the Office of Instructional Technology, the Office of Communications and the SUNY Orange Board of Trustees, coordinated a webinar orientation series for New York State Board of Trustee Members.

ASSESSMENT

- ❖ Training sessions created for the 2011-2012 academic year were based on the results of the spring 2011 Faculty and Staff Technology Survey. The top three training requests were: SmartBoard, Multimedia Presentations, and iPad/tablets. Due to these assessment results, numerous sessions based on these topics were created and offered throughout this academic year to meet the needs of the College community. The Office of Academic Affairs

also supported the Faculty iPad Program through CTL to in order to meet faculty needs and requests as well as maintain currency in the teaching and learning process.

- ❖ The CTL Training Request Form received eight submissions from SUNY Orange faculty and staff during the spring 2012 semester (the first semester it was offered).
- ❖ Over 150 professional development certificates will be sent out to SUNY Orange faculty and staff for attending CTL sessions during this past academic year.
- ❖ Seventeen faculty members/administrators presented a best practice through CTL.
- ❖ The CTL is planning to incorporate a session assessment form for each upcoming training session to be offered in the 2012-2013 academic year in order to further assess the impact and success of these professional development opportunities.

CONTINUING AND PROFESSIONAL EDUCATION (CAPE) AY 2011-2012

Submitted by: David Kohn, Director

EXECUTIVE SUMMARY

As of 8/13/12 unless noted	2010-2011 Enrollment	2011-2012 Enrollment	% Change	2010-2011 Revenue	2011-2012 Revenue	% Change
Avocational	2318	1794	-22.6%	\$259,809.00	\$216,242.00	-16.77%
State Aid†	1598	2255	41.1%	\$472,298.12	\$748,832.42	58.55%
Vocational	888	949	6.9%	\$423,078.00	\$497,985.45	17.71%
Contract Training‡	846	478	-43.5%	\$99,343.42	\$110,271.00	11.00%
TOTAL	5650	5476	-3.1%	\$1,155,185.12	\$1,463,059.87	26.65%

† FTE is calculated Credit hours / 30 = FTE * \$2,122. ‡ as of July 2012

Continuing Education, as an integral part of higher education, provides enormous impact, not only to people's lives, but to the State's economy and workforce. SUNY Orange's Continuing and Professional Education department is no exception. Made up of a variety of areas, CAPE staff offers programs and services that serve the community, business and industry, government, and the College. With the support and excellent work of many other departments throughout the College, as well as leadership from Administration, the accomplishments outlined in this report would not be possible. We gratefully acknowledge the supportive culture on campus that provides us an environment in which to conduct the programs we have the privilege to manage.

This academic year has been a banner year for revenue partly because of the increased focus of Non-Credit Remedial classes even though the state aid reimbursement rate continue to decrease. Specifically, our continued ESL and GED program expansions have experienced a significant increase in state-aidable FTEs. In addition, through a partnership with Academic Affairs, the College's Pre- and Post-Intervention classes provided a major boost to state aid revenue during the summer, while meeting the remedial needs of incoming College students.

Looking beyond revenue, CAPE also focuses on opportunities that enhance the College's resources. The recent \$1 million US Employment and Training Administration Jobs and Innovation Accelerator grant awarded in fall 2011 is one of the most significant grants the College has received. It is an example of CAPE's ability to work closely with business and industry as well as other SUNY colleges. It has also provided the College with positive media coverage while linking workforce and economic development, government, and education throughout the Hudson Valley region.

CAPE will continue to monitor enrollments and revenue and will provide an addendum to this report which will provide final numbers and review for the year after the College's Business Office closes the books.

CURRICULUM DEVELOPMENT

- ❖ **ESL Advanced Writing Online** is the first online class offered through CAPE's ESL program in spring 2012. This class was chosen for the online forum because basic ESL classes need the modeling, practice and interaction of the classroom setting.
- ❖ This year, all existing ESL classes have been modified and made more rigorous by setting minimum standards for students to be able to progress to the next level. Tests, quizzes and final exams were instituted to check if students achieved the learning objectives. Students are informed that a minimum level of attendance and knowledge of 75% of the work based on tests will be required to go on to the next level. Failing that, students are advised to repeat the level.
- ❖ The recent announcement of changes in the **General Education Development (GED)** exam has the Workforce Development Education (WDE) area monitoring the situation and gauging the implications for students and the College. It is likely that there will be a new GED exam in 2014, which will be more difficult and expensive. The exam will likely be moving to a computer-based test and it is to be expected to align with the **Common Core Standards** to indicate college and career readiness. As a result, we are addressing the need to integrate the Common Core Standards with GED teachers. In addition, we will work with the College's Testing Center to see how they can assist if the test goes computerized. We will continue to monitor developments and the possible impact on the College's GED program.
- ❖ WDE continued to monitor the changes in the **North American Board of Certified Energy Practitioners (NABCEP)** and **North American Technical Excellence (NATE)** exams that require curriculum changes to CAPE's clean energy training offerings as well as changes in the test certification administration. Meeting and discussions with the **Clean Energy Technology Training (CETT)** consortium have helped with these changes as well as identifying any new developments in the sustainability field.
- ❖ Initiated a Partnership with **CTB McGraw-Hill** by creating an online monthly assessment to track **Workforce Investment Act (WIA)** students' progress in basic skills reading, math, and language.
- ❖ Implemented a new certificate program in **Electronic Health Record System Technology**, in response to the HITECH Act of 2009 which requires health care providers to convert from paper to electronic records. The new program had 10 students registered and they were preparing for six employment tracks as identified by the NYS Department of Labor: workflow specialist, clinical practitioner/consultant, implementation specialist, implementation manager/project manager, trainer or technical support specialist. In cooperation with Workforce Development Coordinator, obtained funding approval for the program through Orange and Sullivan County Unemployment offices.
- ❖ Organized and hosted four **Open Houses** for potential students interested in CAPE's healthcare and green technology offerings.
- ❖ This year CAPE developed the following new tuition-based courses:
 - Healthy Comfort Food Classics
 - Hearty Soups and Stews
 - Holiday Favorites
 - One Pot Wonders
 - Balance and Breath
 - Pilates Core and More
 - Intro to Translation and Interpretation
 - Navigating Key Genealogy Websites

- Online Social Media for Business Series
- Connecting w/Family in Electronic Age
- Effective Corporate Compliance Plans
- Classical Latin 1
- Become a Better Negotiator
- What's Your Story
- Intro to ICD/CPT Medical Coding
- Integrated Medical Billing & EMR
- Medical Transcription Editor Online
- Medical Transcription Editor Supplement Online
- ACSM Certified Personal Trainer
- Advanced Beginner Guitar
- Drawing With Watercolor Pencils
- Digital Photography-The Very Basics
- Introduction to Precious Metal Clay
- New York Salsa on 2
- T'Ai Chi
- Special Occasion Dances
- Intro to Smooth Style Dances
- Intro to Rhythm Dances
- Intermediate/Advanced Smooth Style Dances
- Intermediate/Advanced Rhythm Dances
- Introduction to Ballroom Latin/Swing
- Intermediate/Advanced Ballroom Dances
- Afro-Cuban Dance
- Introduction to the Music business
- Youth Spanish Level 1 & 2

STUDENTS

- ❖ Total enrollment for CAPE's GED program increased by almost **700 registrations** this year (see chart below) because of extensive community outreach. We added new class locations beyond the Middletown and Newburgh campuses including the **Port Jervis Library**, **Newburgh Safe Harbors**, and **Middletown High School**. We continued our relationship with **Orange-Ulster BOCES** by recruiting their students into our GED program.

	2010-2011 GED	2011-2012 GED	Change
Enrollment	147	846	699
Sections	9	45	36

- ❖ Part of the success of the ESL program expansion is the very **high retention rate**. Many students progress through the levels and pursue reading and writing classes due to our pre-registration system – during the final week of classes, students preregister in class for the next level or the level deemed appropriate by the instructor. The instructor makes the recommendation based on class performance on quizzes, tests and a final exam.

Approximately 85–90% of students who have taken an ESL class continue in the program due to the pre-registration initiative.

- ❖ A new online student tracking system was implemented by OASAS/DMV for the Drinking Driver Program in March 2012. The College is mandated to use this system to provide student progress to New York State.
- ❖ CAPE received a \$135,000 grant from the **Orange County Employment and Training Administration** to continue our Youth Empowerment Program which serves out-of-school youth by providing GED and workplace skills instruction, as well as job readiness training.

UNDER-PREPARED STUDENTS

- ❖ The strong ESL curriculum and newly in place academic requirements better prepare students with reading and writing which address deficiencies in comprehension, punctuation and grammar.
- ❖ WDE continues to provide advising and counseling to individuals seeking workforce development assistance including CAPE program selection, One Stop Center services, and job readiness support. The individual counseling has also helped with retention.
- ❖ Collaborated with **English** and **Math Departments** on offering the following approved SUNY non-credit remedial courses:
 - Pre-Semester Interventions - Writing and Math
 - Post-Semester Interventions - Basic Writing Skills 2 and Developmental Algebra
 - Summer Institute - Writing and Reading and Developmental Arithmetic

TECHNOLOGY

- ❖ CAPE's ESL Level I and II classes is utilizing an online teaching tool called **BrainPop**. This website has provided supplemental activities and exercises to help student reinforce what they learn in the classroom.

FACILITIES

- ❖ This year the ESL Coordinator moved into a room in the **Office of Accessibility Services** to do student testing and advisement on Wednesdays. This is in close proximity to the Registrar and Bursar to allow ESL students to register easily once placed in the appropriate ESL level.
- ❖ On the Newburgh campus, the ESL Coordinator is utilizing the new **Q-Flow system** where students are met immediately and evaluated and counseled, then sent out to registration. This new process has worked very well for both students and staff.
- ❖ **Kaplan Hall** and the re-opening of the **Tower Building** on the Newburgh campus has provided a number of opportunities for CAPE instructors to utilize the technology in the rooms including computer/LCD projector and SMART Boards.
- ❖ After much preparation in the first quarter 2012, CAPE staff was relocated to SSC Suite 301 and the Newburgh campus, from Christine Morrison House (our location for over 24 years). This was a very challenging time, and huge thanks go to the diligence of Facilities, Information Technology Services, Security, and Mindy Ross's office in making a successful move.
- ❖ The **Testing Center** located in the Shepard Student Center underwent renovations. This includes the construction of a wall to separate the reception and testing areas. In addition, a glass viewing window has been installed to provide Testing Center Administrators an unobstructed view of each candidate within the testing area. The Center will be able to test 20+ students at one time. Currently, the Testing Center is finalizing an agreement with

Pearson Vue testing company for the College to provide industry certification. We have also received interest from the **Nursing, Dental Hygiene, Science, Engineering and Architecture, Business, and Diagnostic Imaging** departments about their student's and colleague's testing needs that Pearson Vue testing services can help with.

PROFESSIONAL DEVELOPMENT

- ❖ Most of the CAPE staff attended a Continuing Education retreat hosted by Dutchess County Community College on March 15, 2012. This allowed staff to hear about best practices, issues of concern, and sharing resources. The retreat was attended by community college staff from **Dutchess, Orange, Rockland, Sullivan, Ulster, and Westchester**.
- ❖ The ESL Coordinator put together a meeting for ESL instructors to discuss and exchange ideas, develop curriculum standards and establish policies. In addition, teachers are observed and get a written evaluation followed by a meeting with the coordinator. Strategies for improvement are discussed followed by a subsequent visit.
- ❖ The Advanced Writing Online teacher was assisted by **Maureen Larsen** in developing her course through Angel.
- ❖ Elizabeth Hession, Ann Misiano and Rob Larkin of the Drinking Driver Program and CASAC program participated in several online training sessions and webinars sponsored by OASAS and DMV due to the implementation of the new online Impaired Driver System (IDS). Sessions were held in March, April, and May 2012.
- ❖ Lou DeFeo, Workforce Development Education Coordinator provided ongoing staff development workshops for GED and Adult Basic Education teachers. In addition, Lou:
 - Attended **Orange County Workforce Investment Board** meetings.
 - Met with Kate Hymes, Director of **the Hudson Valley Catskill Partnership** on GED Plus and other literacy initiative updates.
- ❖ Peggy Fields, Youth Empowerment Program Coordinator attended SUNY Orange **Neuropsychology for Educators** (Sponsored by the Office for Students with Disabilities) and SUNY Orange SMART Board Training.
- ❖ Linda Gramm, Programming Coordinator was elected to office of VP for Staff Issues, **Staff & Chair Association**. In addition, Linda:
 - Was asked by Heather Perfetti, Vice President of Academic Affairs to serve on **Middle States Working Group 3**.
 - Continued to observe relevant training programs as available (Supervisory Skills, Microsoft Excel).
 - Attended **LERN** Webinars as appropriate.
 - attended Electronic Health Record Industry Conference at Hotel Thayer
 - Worked with April Kinne and Liza Fragola on a process to keep track of SUNY grant expenses.
- ❖ Dorene Iacovino, Operations Coordinator continued to serve on the Adopt a Family committee and coordinate the CAPE effort. In addition, Dorene:
 - Continued to serve on Tuition Credit Review Committee.
 - Served on BANNER Steering Committee.
 - Continued to serve as Building Safety Volunteer.
 - Renewed CPR/AED Training.
- ❖ Don Green, Business Solutions Coordinator, attended The President's Council of Advisors on Science and Technology (PCAST) Working Group on Advanced Manufacturing meeting in Cambridge, MA on November 28, 2011. In addition, Don:
 - Visited Loraine County Community College to gain insight into successful continuing education and contract training programs.

- Visited Hudson Valley Community College to look at their Advanced Manufacturing program.
- Visited the National Science Foundation in Washington, DC to learn about grant opportunities.
- Attended webinars for American Association of Community College's 21st-Century Commission Report.
- Attended New York Workforce Education with Pearson webinar.
- ❖ David Kohn, Director of Continuing and Professional Education, is currently the Vice President/President Elect of the Continuing Education Association of New York. David attended three CEANY Board meetings throughout the year as well as CEANY's annual conference in November 2011. In addition, Dave:
 - Is a member of the Orange County Workforce Investment Board and attends the Board's monthly meetings.
 - Attended the Orange County Regional Economic Council meeting held on September 22, 2011.
 - Attended a webinar titled, "Webinar Building Your Brand Internally," on November 7, 2011.
 - Attended a conference on December 9, 2011 at SUNY New Paltz titled, "Toward a New York State Manufacturing Resurgence."
 - Met with the new SUNY Vice Chancellor of Community College, Jay Quaintence.
 - Attended CEANY's three regional meetings at SUNY Albany, SUNY Binghamton and CUNY in the Heights.

ACCESSIBILITY OF OFFERINGS

- ❖ Established Angel shells utilized by our GED teachers to enhance instruction and lend continuity to classroom instruction through supplemental learning activities. The platform enhances student/teacher communication outside of class.

COLLABORATION AND PARTNERSHIPS

- ❖ Collaborated with the **Orange County Industrial Development Agency (IDA), Orange County Government, Council of Industry, Orange County Partnership, and Orange County Chamber of Commerce** on investigating the needs of the **Manufacturing** sector. Two focus groups made up of 21 manufacturers throughout the Hudson Valley were conducted and a labor market analysis will commence in late summer to provide information back to the College to help determine possible new programs and also match our current offerings with the industry's needs.
- ❖ Spearheaded the development of a Student Membership Program with the **Orange County Chamber of Commerce**. The project is now turned over to as well as working collaboratively with the proper department, in this case **Career and Internship Services** Department.
- ❖ Currently working with **Orange Regional Medical Center** on a highly ambitious Service Excellence initiative for the entire organization.
- ❖ Continued success implementing the OC Lean/Six Sigma Initiative. **Orange County Government** is the only county in NYS currently implementing a Lean/Six Sigma project; surely the level of success the county is experiencing with it will lead to replication.
- ❖ Development of new key clients including **Satin Fine Foods, Café Spice, Newburgh Metals** and **Active Ventilation**.

- ❖ Accomplished the initial steps in creating the College Learning Circle with the **Occupational Therapy** department, and after turning the project over to Flo Hannes, continued to liaison with client organizations involved with the project, and continued to work with Flo in-house.
- ❖ Established a strong connect with members of the **National Science Foundation** and will work with Judy Osburn on next steps.
- ❖ Actively conducting a training needs assessment for **Active Ventilation**, a FEMA contractor and manufacturer of solar attic fans in Newburgh that expects to hire 20 people in the next year.
- ❖ Actively conducting a training-needs assessment for **Café Spice**, a minority-owned ethnic food manufacturer located in New Windsor, a suburb of Newburgh. This company seeks skill upgrades for their employees.
- ❖ Partnered with **SUNY Ulster** to kick off a new Manufacturing Technician and Installer series of courses.
- ❖ Working with SUNY Orange's Academic Affairs and **SUNY New Paltz's** CSTEP program that helps transition economically disadvantaged and under-represented STEM community college students transition to 4-year colleges.
- ❖ Collaborating with **SUNY Binghamton** to further develop their distance learning program leading to a B.Sc. Degree in Engineering.
- ❖ The ESL Coordinator collaborated with the **Director of Counseling** to help screen students for non-credit ESL classes.
- ❖ Currently investigating a program called **Conversation Partners**, in which a non-credit ESL student would be partnered with a credit student volunteer.
- ❖ Collaborated with **Catholic Charities of Orange County** on a grant proposal for New York Department of State Office of New Americans Neighborhood-based Opportunity Center offering ESL education.
- ❖ Worked with **Student Services** to change the course title "NYS Drinking Driver Program" from appearing on non-credit student transcripts. It will now be called "Non-Credit 16-Hour Course".
- ❖ Worked with our partners at **DMV** and **OASAS** to be sure our programs are following policies and procedures per DMV and OASAS requirements.
- ❖ Maintained membership in the **Hudson Valley Catskill Partnership**, an adult literacy consortium organization.
- ❖ Collaborative projects established with **Literacy Orange**, The Cornerstone at **Safe Harbors**, the **Middletown School District** and Orange-Ulster BOCES.
- ❖ Continued to work with the **Clean Energy Technology Training (CETT) consortium (Ulster, Sullivan, Dutchess, Rockland and Westchester Community Colleges)** to support the third year of the **NYSERDA** Grant.
- ❖ Continued to maintain and administer the collaboration with **Orange-Ulster BOCES** to offer and expand GED and ABE offerings.
- ❖ Updated the complete list of credit and non-credit courses on the **NYS Department of Labor's Eligible Provider List** approved by ETA.
- ❖ Implemented articulation agreement with the **Applied Technology Department** that gives college credit to any student taking IT courses at SUNY Orange after completion of non-credit courses.
- ❖ **YWCA staff of Orange County** presented a seminar for female students on untraditional employment and career pathways for women through CAPE's Youth Empowerment Program.

- ❖ CAPE Drinking Driver Program Instructor held a prevention seminar for WIA Youth students exposing them to “What to do and not to do” before and after obtaining their driver’s license.
- ❖ Students participated in **SUNY Orange’s Career and Internship Services’** Annual Job Fair.
- ❖ In collaboration with both **Orange-Ulster BOCES** and **Orange County Employment and Training**, WIA Youth students participated in a job training program and qualified to test for the National Workplace Certification.
- ❖ Continued partnership with the following educational institutions to follow guidelines for GED Testing Credential:
 - **New York State Department of Education/GED Testing**
 - **Middletown High School/GED Test Chief Examiner**
 - **Dutchess Community College/GED Test Coordinator**
 - **Orange County Community College Admissions Department**
- ❖ Partnerships with the following agencies to coordinate services and resources for WIA Youth students:
 - **Employment and Training (Middletown and Port Jervis)**
 - **Orange County System of Care**
 - **Berkshire Farm Center & Services for Youth**
 - **Orange County Probation Department**
 - **RECAP, Inc. Focus Building/Housing for Women**
 - **Occupations, Inc.**
 - **St. John’s Bosco**
 - **Family Empowerment Council, Inc.**
 - **HONOR Emergency Housing Group**
 - **A Friends House**
 - **Orange County Department of Social Services**
 - **Middletown City Hall Vital Records and Statistics**
 - **Sullivan Youth Bureau**
- ❖ Continued partnership with regional community colleges and the **Council of Industry of Southeastern NY** in order to offer training to manufacturers in the Hudson Valley.
- ❖ In cooperation with the **Hudson Valley Chapter of the US Green Buildings Council** and **SUNY Orange Applied Technology and Science, Engineering and Architecture departments**, offered Home Performance Audits – October 27, 2011; “The Passive House” Design for Well Being - January 10, 2012; Comfort by Design: An Intro to HVAC’s VRFZ Technology – February 9, 2012; Biomimicry in Architecture – April 10, 2012; opened free of charge to SUNY Orange students.
- ❖ In cooperation with **Cornell Cooperative Extension Orange County**, offered “Creating a Sustainable Landscape in a Changing Climate”, hosted in the Gilman Center.
- ❖ In cooperation with **Ulster County Community College**, offered several sections of Safety College to employees of Revere.
- ❖ Currently finalizing a contract with **ed2go** to offer online programs.
- ❖ In cooperation with the **SUNY Workforce Development Training Grants**, offered training as follows:
 - **Crystal Run Village** – computer basics: Windows, Word and Excel
 - **Huguenot Valley YMCA** – Go Green Sustainability Training
 - **Inspire** – Team Leadership, Management Mentoring, Service Excellence, and Executive Team Mapping and Implementation
 - **Kolmar** – MT3 Supervisory Skills Training
 - **WVT Communications** – Effective Workplace Communication, Service Excellence

- ❖ In partnership with AVP of **Health Professions Division, Nursing Department** Chair, Simulation Coordinator, Simulation Specialist and Simulation Technician, did needs assessment with **Orange Regional Medical Center** regarding **Neo-Natal Intensive Care Unit Simulation** training. Subsequently drafted proposal and budget for the project, which was accepted by ORMC and will be implemented in summer and fall 2012.
- ❖ In cooperation with the **Diagnostic Imaging Department:**
 - Continued implementing a **Nuclear Medicine** certificate program
 - Developed Online **CT Basics** Program and CT Clinical – to be offered first to ORMC staff. The second time the program will be offered, it will be open to other qualified health care participants as well.
 - Offered two sections of mandated “Venipuncture and Contrast Administration” program at **St. Luke’s Hospital** in Newburgh.
- ❖ In collaboration with Betsy Gray of **Institutional Research**, made an inventory of existing reports that could provide valuable information to CAPE as we prepare our strategic plan. Got feedback from other CAPE coordinators as to what was useful as is, and which reports need to be edited slightly. Began working with Betsy on editing.
- ❖ Collaboration with the **Nursing Department:**
 - Nursing Bridge taught by Nursing Department staff; designed for students requesting re-admission to the OCCC nursing program and for LPN’s requesting advanced standing to NUR 102
 - TEAS-Pre-admission testing for Nursing Program
 - Infection Control-New York State mandated training in infection control and barrier precautions (Chapter 786 of the New York State laws of 1992)
- ❖ Offered through the Testing Center, staff administers the College’s placement exam, Accuplacer, in collaboration with the **Student Services Division**.
- ❖ Collaboration with **English** and **Math Departments**, these courses have been approved by SUNY as non-credit remedial for State Aid.
 - Pre-Semester Interventions- Writing and Math
 - Post-Semester Interventions-Basic Writing Skills 2 and Developmental Algebra
 - Summer Institute-Writing and Reading and Developmental Arithmetic
- ❖ Collaboration with Movement Science Staff:
 - Lifeguarding. Successful completion yields Lifeguard Training and AED certification.
 - American College of Sports Medicine (ACSM) Fitness Trainer. Provides a theoretical overview of kinesiology, human movement and exercise physiology, an introduction to the components of physical fitness and the principles & safety considerations of exercise.
 - Swim School. Swim classes for beginner through advanced for both children and adults
- ❖ Collaboration with the **Education Department:**
 - Child Abuse ID. Satisfies the New York State teacher certification required course work.
 - Intervention/Prevention of School Violence. Satisfies the New York State teacher certification required course work
- ❖ Collaboration with the **Arts and Communication Department:**
 - Band
 - Orchestra
 - Mixed Chorus
 - Chamber Ensemble
 - Madrigals

CULTURAL AFFAIRS AY 2011-2012

Submitted by: Dorothy Szefc, Coordinator

TRANSITION TO ACADEMIC AFFAIRS

As of October 2011 the Cultural Affairs program was moved from Student Services to Academic Affairs. The Coordinator now reports to the Vice President for Academic Affairs. The transition has been smooth.

ADVISORY BOARD COMPOSITION AND PARTICIPATION

During AY 2011-2012, the composition of the Advisory Board has not changed. The representation of academic areas remains consistent. The Board is composed of two representatives from each academic division, one professional staff, one support staff, one to four students, and two community members appointed by the President of the College. The Board is chaired by Chris Parker, Professor of Music, Arts and Communication Department. Members apply to be on the Board because of their interest in and commitment to the types of programs that Cultural Affairs presents. They continue to provide excellent input and ideas and are a wonderful, go-to link to their academic divisions. In addition, they help during performances and other events. Geoffrey Platt, Professor of English, removed himself from the Advisory Board because he teaches almost exclusively at the Newburgh campus. A faculty member in the Liberal Arts division will be sought as a new Board member.

COMMUNITY MEMBERS ON THE ADVISORY BOARD

Nancy Proyect and Bill Bassett were selected by President Richards from a group of six potential members to serve on the Board. The goal of bringing community members on to the Board was to increase the resources available, both in terms of knowledge of the Orange County area people and businesses and to help improve our profile with potential grant funding agencies, who view community involvement as a key component in funding any cultural program. In AY 2011-2012, Nancy brought ideas about a possible film series and updated the list of potential businesses grant/sponsorship sources that could be pursued as well as collaborating on International Women's Day event with her organization, the Orange County Citizens Foundation and attended with family the jazz weekend concerts. Bill Bassett removed himself from the Advisory Board because he now holds high office in International Rotary and anticipated being out of town too much. A community person will be sought as a new Board member.

FINANCING/FUNDING

Although our community members have improved our grant profile and even provided contacts for potential business sponsorships, the Board is limited in that seeking any funding must go through the College Grants Office. The services of the staff in the Grants Office are under very high demand and, to date, no additional funding has been secured for Cultural Affairs. Eric Roth presented a possible NEA "fast track" grant which he and I corresponded on for a month and one-half. I presented lengthy concepts which included performances and master classes in Middletown and Newburgh, but he finally determined that the possibilities of obtaining funding with these concepts/proposals would not work. Also, Russell Hammond suggested in the summer of 2011 that

he could obtain partial funding from a source for the jazz weekend but that did not pan out because the funder found a different event or program, not in Cultural Affairs, which was more to his liking.

As for College funding, a Cultural Affairs fee for students was approved by the Board of Trustees, replacing the funding that was previously provided on a year-to-year basis by the Student Senate. The Cultural Affairs fee is divided between Middletown and Newburgh Cultural Affairs based on the full-time enrollment.

FACULTY INPUT

The Advisory Board continues to actively seek input, ideas, and participation from all academic departments at the College as is called for in the Cultural Affairs Mission Statement and Charge. This is accomplished in the following ways:

- ❖ The Suggested Event Form that Cultural Affairs has used for some time is available on the Cultural Affairs webpage. Any faculty or staff member can suggest ideas for a program at any time.
- ❖ The representatives on the committee work to keep their divisions informed regarding Cultural Affairs programs and actively seek participation/attendance.
- ❖ I, Dorothy, actively seek out specific departments and faculty members on a regular basis as opportunities related to their academic areas arise. This is done in person, on the phone, and by e-mail.

EVENTS AND PROGRAMS

The nature of the programs offered by Cultural Affairs continue to follow the mission and charge in order to represent and serve the students, faculty, and staff of SUNY Orange as well as the community-at-large. These are the areas that Cultural Affairs offers:

- ❖ Music — classical, jazz, ethnic;
- ❖ Theatre — classics, innovative, modern, new works;
- ❖ Children's/family theatre;
- ❖ Dance — classic, modern, folk, ethnic;
- ❖ Lectures — social studies, science, humanities, art, architecture, music, film, theatre, economics, timely issues;
- ❖ Film — foreign, classic, documentary, independent, comedy, science fiction, silents, timely topics with introductions & discussions;
- ❖ Poetry readings — plain, thematic, dramatic, and/or with accompaniment;
- ❖ Master classes — music, art, theatre, poetry, dance, writing, communication; art or other timely exhibits — including small musical performances during reception and sometimes art demonstrations and poetry readings

The attached information shows the program and attendance information for AY 2011-2012.

EXHIBITS

July 25 ~ October 6, 2011

Orange Hall Gallery

Watercolors of Times to Remember by Walter Bill

Orange Hall Gallery Loft

Mending Wall: A Nostalgic, Pen & Ink Reflection by Robert Harry Score

Reception for both shows: Sunday, July 31, 1:30-4pm

Music provided by Darius Molfetas, classical guitarist

Reception attendance: 78; Exhibit attendance: 550

October 12 ~ December 1, 2011

Orange Hall Gallery

The Next Stop Is...Railroads & Trains Stations of Orange County Throughout the Years

~ Photographs, prints, paintings, drawings, educational panels, maps, artifacts

Co-sponsored by OC Citizens Foundation

Reception: Sunday, October 23, 1:30-4pm

Music provided by Dan Bradley, pianist

Reception attendance: 60; Exhibit attendance: 750

December 9 ~ 18, 2011

Orange Hall Gallery

An Artist's Response to Human Rights

~ Artworks by junior and senior high school students of Orange County

Presented by the Orange County Human Rights Commission in collaboration with Orange County

Arts Council and Cultural Affairs at SUNY Orange

Reception: Saturday, December 10, 5-7pm

Music provided by Ryan Kennedy, pianist

Reception attendance: 120; Exhibit attendance: 250

January 5 ~ February 7, 2012

Orange Hall Gallery

Awakening the Buddha Within

~ Sacred Paintings and Photography by Robert Lewis Hoover

Reception: Saturday, January 14, 1-4pm

Reception attendance: 88; Exhibit attendance: 375

February 11 ~ March 24, 2012

Orange Hall Gallery

North East Watercolor Society Members' 2012 Show

Reception: Saturday, February 18, 1-4:15pm

Demonstration: "A Light Hand" by Mark deMos, 2:30-3:45pm

Music provided by Piano-Flute Duo: Geoff Hamburg & Tom DeCelle, 1-2:30pm

Awards presentation: 3:45pm

Reception attendance: 155; Exhibit attendance: 700

April 2 ~ May 4, 2012

Orange Hall Gallery

Dreams, Stories & Allegories: 8th Annual SUNY Orange Student Art Exhibition

Polly Giragosian, organizer with faculty & students

~ Sponsored & produced by the Arts & Communication Department in cooperation with Cultural Affairs

Reception: Tuesday, April 3, 2-4 pm

Reception attendance: 100; Exhibit attendance: 500

May 11 ~ June 19, 2012

Orange Hall Gallery

The 2012 Middletown Art Group Spring Exhibition

Judge: Clayton Buchanan

Orange Hall Gallery Loft

The Sky's the Limit

~ Pastels & oils by Mary Mugele Sealton

Reception for both shows: Sunday, May 20, 1-4pm

Music provided by Beverly Poyerd, pianist, 1:15-3:45pm

Reception attendance: 100; Exhibit attendance: 280

June 22 ~ July 20, 2012

Orange Hall Gallery

Appetite for Art

~ Paintings by Ronni Oxley

Reception: Sunday, July 8, 2-4pm

Music provided by Beverly Poyerd, pianist, 2-4pm

Reception attendance: 91; Exhibit attendance: 190

July 31 ~ August 23, 2012

Orange Hall Gallery

River Valley Artist Guild 2012 Summer Show

Orange Hall Gallery Loft

SUNY Orange ~ SUNY New Paltz Grads Art Exhibition

Reception for both shows: Sunday, August 5, 1-4pm

Music provided by Joy Zelada, classical guitar, 1-2:30pm

Art Demonstration: "Aiming for the Dramatic," by Jim Adair, watercolorist, 2:45-4:55pm

Reception attendance: 166; Exhibit attendance: 150

LECTURES

Monday, September 19, 2011, 7pm

Gilman Center

--In honor of US Constitution Day--

The Police and the Constitution by James L. Coll, Detective, New York City Police Department; Adjunct Professor of History, Nassau & Suffolk Community Colleges

~ Sponsored by the New York Council for the Humanities, Speakers in the Humanities

Attendance: 69

Tuesday, October 4, 2011, 7pm
Gilman Center

The Mysteries of Lop Nur, by John Hare, British Explorer; Founder of the Wild Camel Protection Foundation

~ Co-sponsored by the SUNY Orange Honors Program

Attendance: 64

Wednesday, October 12, 2011, 7pm
Gilman Center

~ The first in the 2011-2012 Evolution Series

The RNA World and the History of Early Cells--highlighting the aspects of the human genome, by Walter Jahn, PhD, Professor of Biology, SUNY Orange

Attendance: 53

Wednesday, October 19, 2011, 7pm
Gilman Center

Infections and Antibiotic Resistant Bacteria, by Jean Hudson, MD, MPH, Commissioner, Orange County Health Department

~ Presented in cooperation with SUNY Orange Health Services

Attendance: 26

Tuesday, October 25, 2011, 7:30pm
Orange Hall Gallery

1812: New York's War--the impact & aftermath of the war on the people

And New York's Impetus-- commerce, the economy & speed: roads & canals & railroads, by Robert W. Arnold III, Public Historian

~ Sponsored by the New York Council for the Humanities, Speakers in the Humanities

Attendance: 48

Thursday, November 3, 2011, 7pm
Harriman Hall 111 Lecture Hall

Covering New York Sports, by Mike Vaccaro, Lead Sports Columnist, New York Post

~ Author & book-signing of *The First Fall Classic; Emperors and Idiots; 1941--the Greatest Year in Sports*

Attendance: 39

Monday, November 7, 2011, 7pm
Gilman Center

~ The second in the 2011-2012 Evolution Series

Darwin, Divinity, and Birds are really Dinosaurs?!, by Edward I. Saiff, PhD, Professor of Biology; Dean, School of Theoretical and Applied Science, Ramapo College of NJ

Attendance: 95

Monday, January 30, 2012, 7pm
Orange Hall Gallery

Practical Buddhism: Tools for Transformation, by Jim Giorgi, MS, Ed, ordained Zen Buddhist Priest affiliated with Bo Hyun Sa Buddhist Temple, Southwest Ranches, FL

Attendance: 77

Tuesday, February 21, 2012, 7pm
Morrison Hall Mansion

From Battleground to Empire State: New York and the Legacy of the War of 1812, by Alfred C. Ronzoni, MA; Treasurer & Trustee, Greater Astoria Historical Society

~ Sponsored by the New York Council for the Humanities, Speakers in the Humanities

Attendance: 17

Wednesday, February 22, 2012, 7:15pm
Gilman Center

~ The third in the 2011-2012 Evolution Series

Plant Evolution: from Darwin's Star Orchid to Poison Ivy, by Susan Pell, PhD, Director of Science, Brooklyn Botanic Garden; Instructor & Botany Program Coordinator (in Adult Education) & School of Professional Horticulture faculty, New York Botanical Garden; Adjunct faculty, Pratt Institute & the College of Mount Saint Vincent

Attendance: 49

Tuesday, March 6, 2012, 7:15pm
Gilman Center

~ The fourth in the 2011-2012 Evolution Series

Evolution Everywhere: Seeing Evidence in Everyday Life, by Warren Allmon, PhD, The Hunter R. Rawlings III Professor of Paleontology, Department of Earth & Atmospheric Science, Cornell University; Director of the Paleontological Research Institution/Museum of the Earth

Attendance: 50

Tuesday, March 13, 2012, 7pm
Gilman Center

Race, Class and Violence: The New York Draft Riots of 1863, by Durahn Taylor, PhD, Assistant Professor of History, Pace University

~ Sponsored by the New York Council for the Humanities, Speakers in the Humanities

Attendance: 60

Wednesday, March 14, 2012, 7:15pm
Gilman Center

Solar Electric Technology: the Status, Direction, and Impact on us all, by Howard E. Aschoff Jr., President, Novel Approaches; former Sr. Research Project Engineer, Honeywell Labs Corporate
*Architects & engineers receive one PDH/CEU for attendance

Attendance: 80

Thursday, April 5, 2012, 7:15pm
Fireplace Lounge, George F. Shepard Student Center

Heirloom Everything: From Seed to Seed, by Ken Greene, co-founder, Hudson Valley Seed Library

Attendance: 68

Wednesday, April 11, 2012, 7:15pm
Gilman Center

~ The fifth in the 2011-2012 Evolution Series

An Evolving Romance with Spiders: Behavior, Evolution, and Sociality, by Linda S. Rayor, PhD, Arthropod Behavioral Ecologist & Senior Research Associate & Senior Lecturer, Department of Entomology, Cornell University

Attendance: 123

Thursday, April 26, 2012, 7:15pm
Gilman Center

Xeriscaping: Creating a Low Maintenance Water-Wise Landscape, by Judy Lawrence, Cornell Cooperative Extension Orange County Master Gardener

~ Co-sponsored by Cornell Cooperative Extension Orange County

*Architects & engineers receive one PDH/CEU for attendance

Attendance: 74

POETRY

Tuesday, November 29, 2011, 7 pm
Morrison Hall Mansion

Traction ~ A reading from her new award-winning collection of poetry by Mary Makofske, Poet

Attendance: 85

Thursday, March 8, 2012, 7pm
Morrison Hall Mansion

International Women's Day Celebration of Poetry

Readings of Original Poems by Women Poets of Orange County: Janet Hamill, Barbara Adams, Joan Siegel, Donna Spector, Sandra Graff, Donna Reis, Mary Makofske, Rosemarie Werkman

~Co-sponsored by the Orange Country Citizens Foundation

Attendance: 44

SPECIAL EVENT

Friday, September 23 & Saturday, September 24, 2011, 8am-8pm
Orange Hall Theatre

The 24 Hour Play Project

Mentored & guided by David J. Glover, Production Artist & Director & Anna Rosen, SUNY Orange English Instructor

Write, direct, & perform six original ten-minute plays...in 24 hours!

~ Sponsored by the Arts & Communication and English Departments

Participation & attendance: 58

MASTER CLASSES/WORKSHOPS

Music

Friday, October 14, 2011, 10-10:50am
Orange Hall, Room 23

Flutes - Ancient, Yet Eternally Young

~ A demonstration on 20 flutes with a little history of each by Patricia Eisenhart, Flutist

Attendance: 49

Friday, February 3, 2012, 11am-12:30pm
Orange Hall, Room 23

The Styles of Latin Music, by Renato Thoms, MM, Lecturer; Afro-Cuban & Afro-Brazilian Percussionist

~ Sponsored by the SUNY Orange Arts & Communication Department

Attendance: 80

Wednesday, February 15, 2012, 10am-11:50am
Orange Hall, Room 23

Why String Quartets? by Daniel Avshalomov, Violist, American String Quartet, Faculty, Manhattan School of Music College

Attendance: 84

Theatre

Monday, October 17, 2011, 2:30-5:15pm
Orange Hall Theatre

An Acting Workshop, by Sun Ergos: Robert Greenwood, Actor

Attendance: 25

Wednesday, February 22, 2012, Two sessions: 1:30-2:15pm & 2:30-3:15pm
Orange Hall Theatre

A Paper Bag Players Approach to Creating Theater: "Playing with Paper", by Ted Brackett, artistic director & lead actor, & John Stone, pianist/composer

~ Co-sponsored by the SUNY Orange Arts & Communication Department

Attendance: two sessions 31

Communication/Visual Art/Photography

Monday, March 12, 2012, 5-7pm
Gilman Center

Stories of Others, Stories of Ourselves, by Kael Alford, MA, International Photo-Journalist; Adjunct Art Instructor, Southern Methodist University

Attendance: 83

Communication/Video

Tuesday, October 18, 2011, 12-2:45pm
Orange Hall Theatre

Constant Flow: Breath, Art, and Memory ~ Video Art: From Analog to Digital ~, by Shalom Gorewitz, Professor, Video Art, Ramapo College of NJ

Attendance: 35

Writing /Journalism

Thursday, November 3, 2011, 2-3:15pm
Harriman Hall 111 Lecture Hall

My Back Pages: Why Quality Sports Writing is as Important as ever before, by Mike Vaccaro, Author & Lead Sports Columnist, *New York Post*

Attendance: 41

Poetry

Monday, November 28, 2011, 9-9:50am
Harriman Hall, Room 101

Inspiration and Perspiration, by Mary Makofske, Poet, Professor Emerita of English, SUNY Orange

Attendance: 40

PERFORMANCES

Theatre

Sunday, October 16, 2011, 3pm

Orange Hall Theatre

Samurai Rain ~ Folktales of Japan and China

~ Presented by Sun Ergos, A Company of Theatre & Dance--starring Dana Luebke & Robert Greenwood

Attendance: 65

Children's Theatre

Sunday, January 15, 2012, 2pm

Orange Hall Theatre

The Paper Bag Players~ Laugh! Laugh! Laugh!

Attendance: 362

Dance

Sunday, January 29, 2012, 3pm

Orange Hall Theatre

Misnomer Dance Theater presents "Cast Iron Crutches," "Time Lapse," "Throw People"

Attendance: 111

Concerts/Music

Jazz Weekend 2011

Orange Hall Theatre

Friday, November 18: Latin Night

7pm: ***Marko Marcinko Latin Jazz Quintet***

8:15pm: ***Willie Martinez & La Familia Sextet***

9:30pm: ***Edmar Castaneda, Jazz Harp with Dave Silliman, percussion***

Saturday, November 19

7pm: ***Chris Parker Band featuring Peter Epstein, saxophone***

8:15pm: ***Westchester Jazz Orchestra***

9:30pm: ***Joe Lovano—Us 5***

Saturday, November 19

Orange Hall, Room 24

10am: rehearsal of student band conducted by Mitch Frohman, leader of Bronx Horns

Orange Hall Theatre

1pm: concert--Tito Puente music by student band, with conductor/guest soloist Mitch Frohman

Attendance: 350 [this figure comprises the total of all the performances of the jazz festival]

Sunday, February 12, 2012, 3pm

Orange Hall Theatre

American String Quartet in Concert

~ Selections by Bach, Beethoven, Bartok

Attendance: 211

Sunday, February 26, 2012, 3pm
Orange Hall Theatre

Choral Sunday

Kairos-A Consort of Singers; Warwick Valley Chorale; JLB Chorale of the House of Refuge

Attendance: 209

Films

Monday, September 12, 2011, 7pm
Harriman Hall 111 Film Theatre

Legacy of a Young Hero: Thomas J. Foley

~ A 9/11 Tribute & Remembrance, by Joanne Foley Gross, Producer/Writer & Anthony Fiore, Filmmaker

Attendance: 200

Wednesday, September 14, 2011, 7:15pm
Harriman Hall 111 Film Theatre

Agora

Directed by Alejandro Amenabar; Introduction by Demosthenes Kontos, PhD, Professor of History

Attendance: 50

Wednesday, October 5, 2011, 7:15pm
Harriman Hall 111 Film Theatre

Iphigenia

Directed by Michael Cacoyannis; Introduction by Demosthenes Kontos, PhD, Professor of History

Attendance: 45

Wednesday, October 26, 2011, 7:15pm
Harriman Hall 111 Film Theatre

Dreams

Written & directed by Akira Kurosawa; Introduction by Michael Strmiska, PhD, Instructor of Global Studies

Attendance: 24

Tuesday, November 1, 2011, 7pm
Harriman Hall 111 Film Theatre

Orgasm.Inc.

A humorous but sobering look inside the cash-fueled pharmaceutical industry

Introduction and discussion by Liz Canner, Filmmaker

~ Sponsored by Student Activities & Planned Parenthood & in cooperation with SUNY Orange Health Services

Attendance: 15

Wednesday, November 16, 2011, 7:15pm
Harriman Hall 111 Film Theatre

The Return of Martin Guere

Directed by Daniel Vigne; Introduction by Michael McCoy, MA, Assistant Professor of History & Special Assistant to the Chair, Global Studies Department

Attendance: 60

Wednesday, March 7, 2012, 3pm
Harriman Hall 111 Film Theatre

Pursuit of Happyness

Introduction by Daryl Goldberg, MBA, Associate Professor, Accounting/Office Technology, SUNY
Orange

Attendance: 25

Wednesday, April 4, 2012, 3pm
Harriman Hall 111 Film Theatre

Catch Me if You Can

Introduction by Thomas Stack, MBA, Associate Professor, Accounting/Office Technology, SUNY
Orange

Attendance: 24

TOTAL Attendance: 8,101

TOTAL Events: 60

HONORS PROGRAM AY 2011-2012

Submitted by: Elaine Torda, Coordinator

The goal for this academic year was to focus on doing more activities to build community. I believe we succeeded in that in some ways.

Numbers: We began the year with 66 students. Our recruiting goal was 40 freshmen for fall; we accepted 38. Twenty-six sophomores began the year; two others were off-cycle. Four joined us in December while a large number of freshmen transferred in December or May. Five students withdrew from college completely. Approximately fifteen others took classes.

Graduates: Six students met all of the program requirements. Eight others graduated. A number of students transferred mid-year or after one year at OCCC. Twelve Capstones were presented, equaling each of the past two years' totals.

STUDENTS

- ❖ Honors Program Orientation: approximately 35 students (26 Aug)
- ❖ James Ottaway Jr. Honors Program Scholarships recipients: freshmen Jacqueline Parsons and Courtney Karecki; sophomore Britney Schoonmaker. The second Ottaway scholarship and the Edward Morrison were combined and split between: Robert Gramstad, Bryan Meyer and Alison Conrad
- ❖ Awarded first ever Presidential Honors Program Scholarships to: Christine Urio, Marianne Palmer and Jorge Duarte
- ❖ Twelve students completed the Capstone Project: Ben Jakubowski (J. Zurovchak); Britney Schoonmaker (M. Browne); Andrea Pacione (G. Platt); Monika Laskowska (A. Verschuuren); Leah Sweeney (C. Harris); Dennis Carolan (E. Tarvin); Dina Crean (M. Strunsky); Laura Griffin (A. Jakubowski); Barbara Force (J. Merriam); Brandon Klein (E. Torda); Jacqueline Christmann (M. Paradies); Robert Gramstad (G. Platt)
- ❖ Thirty-plus people attended each of the three sessions of Capstone presentations
- ❖ Beacon Conference: twelve Capstones submitted; six accepted for presentation (one declined) and three for poster. Nine SUNY Orange students (one non-honors) will attend the conference at Westchester Community College. Two other students invited last minute for posters but declined. J. Christmann, B. Klein, M. Laskowska, A. Conrad, and L. Sweeney will present; B. Schoonmaker, L. Griffin and B. Force will do posters.
- ❖ Approximately 40 students and Honors faculty attended the annual breakfast with the president to wrap up the year and recognize graduates.
- ❖ Students transferring to: Cornell, Binghamton, Long Island University at CW Post, University of Colorado at Boulder, John Jay, Mt. St. Mary's, Florida A&M, SUNY Buffalo, SUNY Stonybrook, SUNY Purchase, SUNY Plattsburgh, SUNY Potsdam and SUNY New Paltz
- ❖ Two students graduated in Dec. 2011, one with the full honors designation
- ❖ Advised 80+ students
- ❖ Britney Schoonmaker given the Chancellor's Award for Student Excellence
- ❖ Alison Conrad and Barb Force offered scholarships to Mt. St. Mary's Honors Program; Conrad will attend on full scholarship
- ❖ Andrea Pacione chosen to attend the SUNY Purchase Summer Institute
- ❖ Students well represented at the fall awards ceremony and spring convocation

- ❖ Students' work exhibited in the Arts & Communication Student Art Show
- ❖ Marianne Palmer dedicated a painting of Morrison Mansion to the Foundation in appreciation for the creation of three President's Honors Program Scholarships; she was one of the first recipients
- ❖ First awarding of three Honors Program Achievement awards to: Alison Conrad, Britney Schoonmaker and Barbara Force
- ❖ Students' community service included: helping with the Sarah Wells pack and move; judging Odyssey of the Mind; helping at local food banks; hospitals; tutoring; and various organizations to raise awareness and funds for breast cancer, cancer, and domestic violence.
- ❖ Portfolios for sophomores expanded
- ❖ A number of students active members of Phi Theta Kappa
- ❖ Two students served on Student Government; many very active in student clubs and with the Student Ambassadors Program (Advising)

UNDER-PREPARED STUDENTS

- ❖ Expanded the peer mentoring program: seven sophomores each assigned to work with freshmen on basic college survival, scheduling, socializing and study habits
- ❖ In-house study groups formed for BIO 101, CHM 105 & 106
- ❖ Two students tutored other college and high school students
- ❖ Expanded basic study skills covered in Honors Orientation
- ❖ Capstone class again revised to weekly meetings to teach skills needed to accomplish upper level research projects including outlining long papers, producing annotated bibliographies, and reviewing peer reviewed articles
- ❖ Met with students at the end of each semester to determine their most appropriate paths; several either left College or the Honors program, as College or the program were not a fit
- ❖ Continued to do mid-semester progress reports to monitor success and develop improvement plans for individual students

CURRICULUM

- ❖ Course offerings:
 - Fall-- ran 8 three-credit classes: ENG 101H (two sections), COM 101H, PSY 101H (two sections), HIS 101H; POL 103H, ART 128H plus 10 one-credit classes: PES 100H; HON 120H (three sections), HON 201H (four sections) and HON 288H (two sections). This remains consistent from the previous fall.
 - Spring-- ran 8 three-credit classes including: ENG 102H (two sections), COM 209H (Debate), PHL 210H, HIS 130H, COM 101H, ANT 101H, and BIO 120H, plus six one-credit classes: PES 100H, HON 201H (three sections), HON 289H (two sections). Three sections of Service continued. Added one more three-credit course. Also ran ENG 225H as a contract for seven students and one off-cycle HON 288H.
 - Summer: one HON 289H contract
- ❖ Offered several new Honors seminars: *The Graphic Novel* (developed/taught by A. Jakubowski), *Media: War and Revolution* (developed/taught by R. Heppner), *Civility & Democracy: The Culture Wars* (developed/taught by P. Basinski), and *Vision of the Hudson Valley* (developed/taught by G. Platt)
- ❖ Capstone revised to include weekly meetings and biweekly deadlines
- ❖ Continued monitoring numbers for a 30-credit Honors Program Major graduate and contracts to accomplish it

- ❖ Increased use of Honors contracts for fall and spring semesters: 10
- ❖ Maintained summer contract number: 1
- ❖ Continued to use alternate methods of material presentation in most classes, including poster sessions, presentations, projects, guest speakers and student-led mini-teaching lessons
- ❖ ART 128H (Honors History of Art II) did a special topic of “printed matter” for the Honors students as well as a hands on workshop on block printing
- ❖ Held rehearsal sessions for Beacon presenters and planned conference trip

PROFESSIONAL DEVELOPMENT

- ❖ Coordinator attended NCHC Conference (Oct)
 - Served on Board of NCHC and attended two meetings
 - Gave two presentations: “Issues in Two-Year Colleges” and “Interdisciplinary Education”
 - Re-elected chair of Two-Year College Committee; then chaired the annual meeting
 - Aided the *Beginning in Honors* sessions for Two-Year Colleges
 - Had one presentation topic and one DIH topic accepted for fall 2012 conference
- ❖ Will conduct new faculty training sessions over summer
- ❖ Helped more experienced faculty re-work their Honors classes and discuss teaching, best practices, etc.
- ❖ Solicited new Honors seminar topics for AY 2011-2012 and AY 2012-2013

FACILITIES

- ❖ New furniture purchased in summer was well received
- ❖ Added new work station for new administrative assistant

ACCESSIBILITY OF OFFERINGS

- ❖ Explored opportunities to offer courses in Newburgh via ITV room; implementation fall 2012
- ❖ Continued one evening course offering per semester
- ❖ Increased number of Honors contracts used to enable students to take courses not normally offered because of low numbers and in off cycles; this included a student in Newburgh

COLLABORATION AND PARTNERSHIPS

- ❖ Hudson Valley Educational Consortium
 - Exploring possibilities of offering Honors classes in conjunction with SUNY Ulster and perhaps Sullivan in ITV room
- ❖ Foundation/President Richards
 - Initiated process for President’s Honors Program Scholarships
- ❖ Numerous departments provided courses and faculty for the Honors Program: Arts & Communication, English, Global Studies, Movement Science, Behavioral Sciences
- ❖ More faculty, representing all three academic divisions, participated in Capstone projects as mentors, second readers and presentation mentors

- ❖ Cultural Affairs
 - Co-sponsored eminent explorer John Hare and his presentation “The Mysteries of Lop Nur”
- ❖ Arts and Communication
 - M. Schaefer, C. O’Connor, J. Lehtinen, L. Fedrizzi-Williams, J. Guarrachi and M. Farrell mentored Capstone students for student presentations and helped evaluate them
 - Several students’ art was exhibited in the spring Student Art Exhibit
 - L. Fedrizzi-Williams’s students videotaped Capstone presentations
 - Service students volunteered in the art gallery and theater
 - S. Slater-Tanner guest lectured twice for *Visions of the Hudson Valley* seminar and did a tour of the Storm King Arts Center
 - R. Heppner did a guest lecture for the same seminar
 - J. Guarrachi gave a presentation to Capstone students on using presi and general presentation skills
 - J. Guarrachi reworked the Honors History of Art II to include a new topic: “printed matter.” Students attended several galleries, did a hands-on workshop on block printing and did a group project: all stages of creating a magazine
- ❖ English
 - D. Chedister overviewed study skills during two sections of Honors Orientation
 - AVP Mary Warrener and English instructors Anne Sandor and Alex Kay talked to Capstone students on revising papers, developing annotated bibliographies and integrating sources and revising respectively
- ❖ Global Studies
 - P. Basinski and Eric Roth: aided in NY Council grant for a series of panel discussion/fireside talks on Civil Rights
 - With M. McCoy did two of the above panels
 - P. Basinski developed and taught a *Civility and Democracy* seminar that included student presentations on topics such as: bullying, evolution, contraceptives and political philosophy divisions in politics today
 - M. McCoy and H. Weber guest lectured for the *Visions of Hudson Valley* seminar
- ❖ Architecture
 - S. Moegenburg, P. Rice and A. Magnus gave a team presentation for Visions of the Hudson Valley seminar
- ❖ Biology
 - W. Jahn and J. Zurovchak did a guest presentation for *Vision of the Hudson Valley*
 - S. Paradies reworked *Honors Biology for Today*; students benefitted from several guest lecturers, did a visual arts public presentation, helped with Earth Day and projects including a letter to the president about banning smoking and a petition against hydrofracking
- ❖ Institutional Advancement/Marketing
 - With S. Hedderton:
 - Created posters of all incoming freshmen and current photos to improve development of sense of community
 - Updated photo gallery
 - Handled all publications and invitations for Honors events
 - Provided input on improving our Beacon posters
- ❖ CTL
 - With D. Whipple, working on training for Honors faculty: best practices teaching in ITV rooms

- ❖ Admission
 - Working on a new recruiting system: Admissions is to take overall recruiting
- ❖ Movement Science
 - Held two sessions of ROPES on campus with adjunct instructor from the department
 - Provided facilities for Honors Program Orientation
 - Sheila Stepp helped create and run several activities
- ❖ Library
 - Held Capstone rehearsals and presentations in LIB 221
- ❖ Educational Partnerships
 - Met with New Visions engineering students and gave info packets
 - Middletown High School counselor Pat Woods remains an active member of the Honors Advisory Board
- ❖ Registration
 - Trying to improve the records of students who are or are not in the program, updating the lists at least four times per year
- ❖ Financial Aid
 - With Dawn Lowe:
 - To develop a process for the Jack Kent Cook Foundation scholarships. We submitted three names. I took over as the scholarship liaison.
 - To oversee scholarship moneys and acquire new potential recruits from Presidential Scholarship applicants.

TECHNOLOGY

- ❖ Replaced printer in Honors office
- ❖ Classroom netbook was stolen; then the replacement was stolen; they need replacement
- ❖ Bought two new computers: one for the student computer lab and one for the new administrative assistant
- ❖ Will offer courses in ITV room in fall and training in best teaching practices

MISCELLANEOUS

- ❖ Hired and trained a new administrative assistant for the program (hooraay!)
- ❖ Chaired several meetings of the Honors Advisory Board; worked on planning, recruitment and scholarship development
- ❖ Developed and implemented new interview process for scholarships
- ❖ Held several get-togethers and pizza parties to develop community
- ❖ Students created: Dress Up Thursdays and Purple Fridays for same purpose
- ❖ Tracked and gave cards for each person's birthday (same purpose)
- ❖ Continued to send cards to students w/3.3+ GPA's at end of each semester (same)

RECRUITING

- ❖ Recruited 38 new students for fall, four more for spring and five (current) for 2012 semester
- ❖ Attended
 - Fall and spring Open Houses
 - Accepted Students Day
- ❖ Vetted student nominees from faculty recommendations to recruit new students

ASSESSMENT

- ❖ We track the following information:
 - Courses offered each semester and the section (time)
 - Program assessment (% of meeting the characteristic) based on the NCHC's "Basic Characteristics of a Fully Developed Honors Program"
 - Improvements to the program in various categories including offerings, graduates, etc.
 - Number of Honors credits each student graduates with
 - Number of graduates attaining full Honors designation
 - Number of Beacon submissions and the results
- ❖ This year (have partial information from previous years), began more carefully tracking:
 - Students in program at beginning and end of each semester
 - What happened to each (left, graduated, transferred and where)
 - Number of semesters students are here
 - GPA at end of each semester
 - High schools from which students come

LEARNING ASSISTANCE SERVICES AY 2011-2012

Submitted by: Eileen Burke, Coordinator

Academic Master Plan objectives for this area:

- ❖ To explore opportunities for providing learning assistance services as part of emerging learning communities in collaboration with academic departments, the Library and Student Services.
- ❖ To collaborate with academic departments, librarians and coordinator of instructional technology to develop ways to assist students in accessing on-line resources for purposes to include development of learning skills, online research skills (*i skills*), maneuvering in Angel and mastery of the College information system.
- ❖ To collaborate with Academic Departments and Student Services for academic support to new and continuing students who have placed into developmental courses.

Efforts to address the above objectives included the following:

- ❖ Collaborated with the Newburgh Academic Support Coordinator to insure process consistency for students seeking tutorial services at both campuses.
- ❖ Continued tutor-led study groups for students in Introduction to Psychology and established group study sessions for students in a freshman Architecture and a Dental Hygiene cohort and students in a section of Business and Society and 2 sections of Physical Science Physical World. In addition to leading the small group study sessions, tutors participated in class and encouraged increased student utilization of online resources and Angel access.
- ❖ Collaborated with the Math Lab Supervisor to provide an orientation session for Math tutors who work in the Tutorial Center and the Math Lab.
- ❖ Participated in numerous workshops offered through the Center for Teaching and Learning Technology (CTL).

Data Snapshot of Academic Support:

Scheduled tutoring took place at the highest frequency for courses from the following academic departments: Mathematics with 2664 sessions for 203 students; Biology with 1072 sessions for 78 students; Chemistry with 714 sessions for 64 students; English with 391 sessions for 36 students; and Physics with 302 sessions for 22 students. Tutoring for the following two courses included group study sessions for students in learning communities. There were 689 sessions for 61 students for Basic Writing Skills 2 and 427 sessions for 52 students in Reading and Study Skills 1.

MIDDLETOWN CAMPUS TUTORIAL CENTER AND LABS

Academic Year	Tutorial Center Tutors	Students Scheduled	Student Visits	Lab Tutors
2011-2012	69	535	7274	17
2010-2011	58	548	8427	17
2009-2010	71	478	7803	21

This year, in the tutorial center in Middletown, 337 students had a total of 5,618 visits for scheduled tutoring sessions. There were three learning communities in the fall semester and one in the spring semester. In the fall, there were course study sessions offered for two sections of BUS 103 and three sections of PSY 101 and for freshman in ARC and in DNT. In the spring, course study sessions were

offered for a section of BUS 105, 2 sections of PSC 125, three sections of PSY 101 and second semester freshman in ARC and DNT. For these academic support offerings, 198 students participated in a total of 1,656 tutor-led group study sessions.

Learning Assistance Services supported Academic Master Plan Themes in the following areas.

TECHNOLOGY AND ACCESSIBILITY OF OFFERINGS

- ❖ Expanded use of tutortrac for a pilot assessment of tutee success in MAT 102.
- ❖ Collaborated with the Registrar for improved Banner reports to assist with the developmental review process.
- ❖ Established the Summer College Readiness Program website.
- ❖ Assisted the Math Department Resource Coordinator in establishment of tutortrac in the Math Lab and introduced tutortrac to faculty in the English Department for consideration as a tool to track student use of the Writing Center.

CURRICULUM DEVELOPMENT AND SUPPORT FOR UNDER-PREPARED STUDENTS

- ❖ Contributed to Developmental Education Oversight Team (DOT) planning for expanded academic support in learning communities and study session initiatives.
- ❖ Met bi-monthly with the developmental education committee to address issues including:
 - Recommendations for changes to Academic Policy 28I regarding separation of students who do not receive a DVP in the course by the third attempt.
 - A proposal for a faculty workshop that could include pre- and post-writing and text samples, and math topics in which students demonstrate mastery, along with student learning outcomes, to foster discussion of realistic expectations for students in developmental education courses relevant to reading, writing and math .

FACILITIES

- ❖ Due to an increase in noise level with increased volume of students in the library, LIB 215 was frequently scheduled for tutor-led group study sessions.

PROFESSIONAL DEVELOPMENT

- ❖ New York College Learning Skills Association membership.
- ❖ PA/NJ College Reading and Learning Association (CRLA) membership with participation in two audio conferences on Tutor Topics and Assessment Strategies and a spring Webinar titled *Facilitating Study Groups: the Student as Learner and Leader*.
- ❖ Participated in CTL Workshops on topics including SMART Board Training, Podcasting and Non-Verbal Communication.
- ❖ Attended Math Quest workshop on study strategies presented by the Math Department.
- ❖ Attended Neuropsychology for Educators presentation hosted by the College Office for Accessibility Services to foster improved academic support for students with disorders such as Asperger's Syndrome and Dyslexia.
- ❖ Participated with a group of our peer tutors at a daylong Tutor Training Conference at Dutchess Community College.
- ❖ Used techniques learned in National Association of Developmental Education Certification Training to develop reports on assessment of tutoring for selected courses.

COLLABORATION AND PARTNERSHIPS

- ❖ Contributed to CTEA and Tech Prep grant proposals and implementation and assessment of grant funded embedded tutoring initiatives.
- ❖ Assisted the DOT in expansion of post- and pre-semester interventions and development of an updated Summer Institute as non-credit offerings through CAPE.
- ❖ Participated in Admissions Open House and Evening and Saturday New Admit events and orientation panel presentations on academic expectations and academic support.
- ❖ Assisted with orientation of new faculty regarding academic support for their students.
- ❖ Presented an overview of Learning Assistance Services at SUNY Orange and provided a tour of our facilities to administrators from Suffolk Community College who selected our academic support program as a best practice institution for benchmarking.
- ❖ Served as a Middle States Self Study Working Group member.

ASSESSMENT IN FALL 2011 AND FUTURE PLANS

Data Snapshot of Student Success in Courses with an Embedded Tutor

Students, instructors and tutors were surveyed and grades were viewed as part of the process of assessing the success of the students in courses that had a tutor participating in class and leading group study sessions outside of class time.

<i>Embedded Tutoring Course and Semester</i>	<i>Parameters</i>	<i>Number of Students</i>	<i>Grade of C or Higher</i>	
DNT 103 Fall 2011	Study Group Participants	14	14	100%
	Non-participants	5	2	40%
	All enrolled students in section	19	16	84%
Fall 2010	All enrolled students in section	20	15	75%
PSY 101 B, C2, F Fall 2011	Study Group Participants	34	17	50%
	Non-participants	51	15	29%
	All enrolled students in sections	85	32	38%
Fall 2010	All enrolled students in sections	79	24	31%
ARC 105 Fall 2011	Study Group Participants	16	12	75%
	Non-participants	8	4	50%
	All enrolled students in section	24	16	67%
Fall 2010	All enrolled students in section	21	9	43%

In fall 2011, 67% of all students who participated in study sessions earned a C or better in the course. 50% of all students enrolled in courses with an embedded tutor earned a grade of C or higher. In fall 2010 40% of all students enrolled in the same course sections with no embedded tutor had a grade of C or higher. Data will be collected for students in the spring 2012 sections of courses that had tutor support. Data for the academic year will be analyzed and a determination will be made about continuation of the study sessions for fall 2012 with established benchmarks.

Success of Students who had Scheduled Sessions in MAT 101 and MAT 102

Data was collected for the 17 students who participated in at least 6 scheduled tutoring sessions for MAT 101 in fall 2011. 59% of the students earned a grade of C or better in the course. 41% earned a grade of D, W or F. Of the 6/17 students who had taken a MAT course in a prior semester, 33% earned the same grade in fall 2011 as in the prior semester. 67% earned a higher grade. 0% earned a lower grade. 12 of the 17 students returned to the College for the spring 2012 semester. (71% retention)

Data was collected for 26 students who participated in at least 6 scheduled tutoring sessions for MAT 102 in fall 2011. 46% of the students earned a grade of C or better in the course. 54% earned a grade of C-, D, W or F. Of the 16/26 students who had taken a MAT course in a prior semester, 31% earned the same grade in fall 2011 as in the prior semester. 38% earned a higher grade. 31% earned a lower grade. Of the 26 students, 1 graduated and 23/25 returned to the College for the spring 2012 semester. (92% retention)

In the fall 2012 semester, this assessment will be replicated. Tutor training will be developed to enhance student study strategies and techniques for mastery of student learning outcomes for MAT 102. Benchmarks will be set for improvement in grades for students participating in scheduled tutoring for MAT 102 for fall 2013.

LIBRARY AY 2011-2012

Submitted by: Susan Parry, Director

The bulleted list below highlights the many Library accomplishments of 2011-2012.

STUDENTS

Service to students is at the center of the mission of the Libraries of Orange County Community College, and this academic year we have instituted a number of large and small improvements to support and enhance student learning.

- ❖ Conducted 141 library instruction classes at the Middletown campus and 74 at the Newburgh campus, reaching a combined average total of 5,375 students (number contains some duplication).
- ❖ Introduced Library H3lp, a chat reference service designed to receive questions via text or the web. Since the service went live in mid-April, we have responded to 20 chats, an encouraging beginning.
- ❖ Increased the numbers of subject focused LibGuides and introduced technology focused guides such as the one explaining how to access the Library's databases through Apps and mobile optimized websites.

UNDER-PREPARED STUDENTS

- ❖ Began the embedded librarian pilot program to explore ways to partner with faculty in the classroom to incorporate information literacy more closely within the course content and to offer increased student support at the point of need. The pilot included one traditional on-campus course and one within the Angel shell.
- ❖ An analysis of reference question data at the Newburgh campus revealed a need for basic computer literacy skills training. This data is being utilized to develop a series of skills workshops at the Newburgh campus.
- ❖ Began working with the Technical Writing faculty to establish a partnership where librarians will work with faculty to incorporate information literacy skills within the Technical Writing Lab.

CURRICULUM DEVELOPMENT

- ❖ Librarian participation on the Curriculum Committee has been invaluable for collection development.
- ❖ Librarians continue to work closely with faculty to consult and determine strategies for improving information literacy skills delivery within the classroom.

TECHNOLOGY

- ❖ Introduced PaperCut print management software which has effectively reduced paper waste and contained the escalating budget.
- ❖ Installed duplex printers at both library locations, to further reduce waste paper.

- ❖ Purchased audience polling devices (clickers) for library instruction use at the Newburgh library.
- ❖ Database links for off-campus access were streamlined so students are transferred seamlessly to either a sign-on path for off campus access or directly to the database if on campus. This small change has made a big difference in efficiency and ending student confusion.
- ❖ As mentioned earlier, several LibGuides have been developed specifically to assist in matters of technology. One such example is the iPad guide which explains how to link to library databases through apps and mobile optimized websites. Projects such as these are becoming increasingly important as greater numbers of students purchase tablet devices.
- ❖ A series of Library web page changes were made to reflect new technological services and improvements such as chat, and to improve the overall presentation of information.

ACCESSIBILITY OF OFFERINGS

- ❖ We continue to expand our efforts to reach students at the point of need, particularly distance education students. The web chat was one of these efforts as is the expansion of the library guides and the emphasis within the embedded librarian program to include a librarian presence within Angel courses.

COLLABORATION AND PARTNERSHIPS

- ❖ We continued our on-going work with departments undergoing accreditation. Library holdings and services are an integral part of the accreditation process and this type of communication is very important to improving the health of our collection.
- ❖ Librarians from both campuses participated in the Admissions Open House day, and in the I-Connect program aimed at new students, spoke at the annual new faculty and staff series of programs, and were involved with Earth Day events.
- ❖ Worked with the Nursing Department to facilitate and select Medcom video content for the streaming service to begin fall 2012.
- ❖ Began discussions to collaborate with the Writing Lab to partner to deliver information literacy skills to students seeking assistance with technical writing.

ASSESSMENT

- ❖ Reviewed and updated the Library Mission, Goals and Objectives for 2011-2012. From this document will spring the library assessment plans for information literacy, collection, and services.
- ❖ Began formal work on the Information Literacy Plan finalizing the information literacy learning outcomes, and began mapping outcomes to courses within the general education program.
- ❖ The librarians incorporated a number of assessment techniques within the 50 minute information literacy instruction sessions. A partial list includes: utilizing the audience polling clickers to assess student understanding of key learning outcomes, using survey monkey to assess the students recall of learning and assess overall strengths and weaknesses of sessions, paper surveys, short written one-minute paper essays and diagram quizzes.
- ❖ Librarians have used the results of the assessments to continually refine, develop and improve the sessions by including additional review of “missed” concepts, more hands-on reinforcement of concepts or other strategies.

- ❖ The embedded librarian program was developed as a response to both the General Education Information Management Assessment results from 2008 and the library classroom assessment data. Both indicated the need for additional student support in the areas of selecting research materials and in critically narrowing down data.
- ❖ Assessment results from the pilot of the embedded librarian program indicated that the pilot was well received by the student participants, with pre- and post-tests showing improvement in skills. As a result of this data, we have formalized the program to begin fall 2012.

PROFESSIONAL DEVELOPMENT

- ❖ Librarians served on the following committees: PBIE, IT, Curriculum, Academic Policy, College Assessment Committee, and Faculty and Staff Development.
- ❖ Due to cutbacks in travel funding, we were unable to attend many continuing education seminars, but the library staff tuned into subject related webinars to remain up to date with the profession. Individual librarians continued to attend professional events.
- ❖ List of Participation:
 - **Andy Heiz**
 - Serials Solutions Webinar, Academic CIO Webinar, Information Commons Webinar, Social Media on Campus Webinar, Instruction Librarian Bootcamp
 - **Amy Hillick**
 - Interlibrary Loan Unconference, SENYLRC
 - The Other Side of Assessment Webinar, Taking Care-Family Textiles Webinar
 - Served on the organizing committee and attended ILLiad Users Working Group meeting at SUNY New Paltz
 - TRAC Committee(Technology Review and Advisory Committee), SENYLRC
 - IDS Article License Check Project
 - Nonverbal Communication, CTL
 - **Katie Jezik**
 - Kissane Scholarship Committee, SUNY Librarians Association
 - The Other Side of Assessment Webinar, How to Improve your Library Instruction: Assessment in Five Minutes Webinar
 - E-Books Opportunities for Academic Libraries, SENYLRC
 - Moving the Front Lines Online: Embedding Reference Librarians in Online Classes, Central New York Library Resource Council
 - Presenting Embedded Librarians: Faculty and Librarian Perspectives poster at SUNYLA annual conference (with Professor Laurencell)
 - **Nancy Murillo**
 - Admissions Open House
 - Banner Training
 - The Other Side of Assessment Webinar, How to Improve your Library Instruction: Assessment in Five Minutes Webinar
 - **Debbie Canzano**
 - Curriculum Connection: Bridging Reference and Students Webinar, What's New in Audiobooks Webinar
 - Information and Technology Literacy, CTL
 - E-Books Opportunities for Academic Libraries, SENYLRC

- SMART Board Basics, CTL
- How to Deal with Difficult People, CTL
- iPad in Higher Education, CTL
- ***Stephanie Herfel***
 - Fashioning the Library of the Future, SUNYLA Fashion Institute of Technology, Planning Committee member, Poster Session Coordinator
 - 3Ts 2012: Engaging Students with Transliteracy, Technology and Teaching , SUNY Albany
 - iPad 101 Basics, CTL
 - Information and Technology Literacy Workshop, Post-Assembly
 - ILLiad Users Working Group Meeting, SUNY New Paltz
 - E-Books Opportunities for Academic Libraries, SENYLRC
 - A Page Turner: Gale's All-New Digital Book Experience Webinar, The Other Side of Assessment Webinar
 - How to Deal with Difficult People, CTL
 - It's in the Cloud: The Secret to Getting Your Students to Read More, Workshop
 - How to Create a Podcast, CTL
- ***Susan Parry***
 - Attended fall and spring SUNY Library Directors Conferences
 - The Other Side of Assessment Webinar, How to Improve your Library Instruction: Assessment in Five Minutes Webinar
 - Hunters & Gatherers: Reshaping Community College Libraries

OFFICE OF EDUCATIONAL PARTNERSHIPS AY 2011-2012

Submitted by: Mary Ford, Director

Contributors: Ramona Burton, Jake McHale and Lyla Ten Eyck

SUNY Orange's Office of Educational Partnerships (OEP) extends the educational mission of the College beyond its Middletown and Newburgh campuses to meet the educational needs of Orange County residents. Through OEP, SUNY Orange partners with other educational institutions – K-12 schools and other colleges – to offer a variety of educational opportunities to county residents. Among OEP's ongoing programs are the Community College in the High School Program (CCHSP); the Center for Youth Development (CYD); and Career Pathways in Tech Prep (CPTP) program (ending June 2012). OEP also oversees SUNY Orange's faculty/teacher collaborations, articulation agreements and evening satellite centers.

2011-2012 HIGHLIGHTS

- ❖ Registered continued growth in CCHSP. Enrollment increased from 975 in fall 2010 to 1032 in fall 2011. The program generated \$1,116,417 in revenues in the 2011-2012 academic year;
- ❖ With Orange-Ulster BOCES, co-sponsored an English Faculty Exchange (22 attendees), Math Faculty Exchange (14 attendees), and Science Faculty Exchange (35 attendees) at which SUNY Orange faculty and department chairpersons met with local high school teachers and administrators;
- ❖ Hosted annual CCHSP dinner meeting (47 attendees);
- ❖ Updated and signed CCHSP contracts with 14 school districts;
- ❖ Expanded CCHSP scholarship program. In previous years, two half-tuition scholarships per school were offered; this year all CCHSP students who participate in their school's free/reduced lunch programs are eligible for half-tuition scholarships for all CCHSP courses;
- ❖ Created a new "Articulation Agreements – Program by Degree" page and updated "Articulations Agreements – Programs by Institution" page on the OEP website;
- ❖ Developed or extended articulation agreements with seven post-secondary institutions and updated eight articulation agreements with O-U BOCES; and
- ❖ With increased Liberty Partnerships Program grant funding (total: \$488,618), CYD expanded its programming in the Enlarged City School District of Middletown and continued programming in the Newburgh Enlarged City School District.

STAFF DEVELOPMENT/ACCOMPLISHMENTS

- ❖ OEP Director served on O-U BOCES' CTEC Advisory Council;
- ❖ Together with O-U BOCES Assistant Superintendent for Instruction Dr. Mary Ann Wilson, OEP Director presented "Update on College Readiness in the Region: Public School Districts and SUNY Orange Working Together" to the Orange County School Boards Association;
- ❖ OEP Director and Senior Secretary attended CAPE Notary Public class in preparation for taking Notary Public exam;
- ❖ CYD Director and staffers served on community-based and educational committees including Newburgh Enlarged CSD The PACT Planning Committee; Newburgh Enlarged CSD Education/Facility Committee; Middletown Enlarged CSD 21st Century CCLC Advisory

Committee; Community Clean Up Committee; Middletown Cares Coalition; Team Newburgh; City of Newburgh Human Rights Commission; Newburgh Free Library Family Reading Day Planning Committee; Newburgh Interfaith Emergency Housing, Inc.; Newburgh Community Action Committee Inc.; Mid-Hudson Association of Pre-Collegiate Programs; and LPP's Statewide Steering Committee; and

- ❖ OEP Senior Secretary served as co-captain of the SUNY Orange Morrison Hall Heart Walk Team, which raised \$2,400.

COMMUNITY COLLEGE IN THE HIGH SCHOOL PROGRAM (CCHSP)

CCHSP courses were offered in 15 high schools in Orange County in the 2011-2012 academic year. The program included 34 courses from eight College departments and 165 class sections.

Highlights

- ❖ Conducted annual meeting at SUNY Orange for CCHSP faculty and liaisons and SUNY Orange department chairpersons (47 attendees). Attendees met with departmental colleagues to discuss academic issues;
- ❖ OEP Director visited high schools and presented information about CCHSP and also about SUNY Orange's placement exam and remedial courses to high school administrators, teachers and students;
- ❖ Expanded CCHSP scholarship program. In previous years, two half scholarships per school were offered; this year all CCHSP students who participate in their school's free/reduced lunch program are eligible for half tuition scholarships;
- ❖ Recorded enrollment increase from 975 in fall 2010 to 1032 in fall 2011;
- ❖ The program generated \$1,116,417 in revenues in the 2011-2012 academic year;
- ❖ Provided service stipends to our liaisons and faculty; and
- ❖ Conducted course evaluation program for CCHSP courses.

CAREER PATHWAYS IN TECH PREP (CPTP)

Career Pathways in Tech Prep is a transitional program that focuses on the development and enhancement of the academic, career and technical skills of secondary and post-secondary students enrolled in programs targeted for high-wage and high-demand fields. The grant is ending in June 2012.

Highlights

- ❖ Funded study session for one section of PSY101.

Articulation Agreements

- ❖ **Four-Year Institutions:**
 - SUNY Orange's A.A.S. in Nursing – SUNY Delhi's B.S. Nursing;
 - SUNY Orange's A.S. in Computer Science – Iona College's B.A. in Computer Science or B.S. in Computer Science;
 - SUNY Orange's A.A.S. in Graphic Arts/Printing – Cazenovia College's B.F.A. in Visual Communications;
 - Comprehensive transfer agreement with SUNY Empire State College;

- SUNY Orange’s A.S. in Criminal Justice – St. John’s University B.S. in Criminal Justice;
 - SUNY Orange’s A.S. in Computer Science – SUNY Potsdam’s B.A. in Computer Science and Information Systems or B.S. in Computer Science; and
 - Comprehensive transfer agreement with Burlington College.
- ❖ **O-U BOCES:**
- Computer Programming
 - Computer Repair I and II
 - Engineering Academy
 - Engineering Academy CAD
 - Microsoft Office User Specialist—MOUS
 - Computer Networking—CISCO CCNA
 - Education & Management
 - Law Enforcement

CENTER FOR YOUTH DEVELOPMENT (CYD)

The Center for Youth Development at SUNY Orange develops and implements an array of programs that prepare students in grades 6-12 for successful transitions into post-secondary education and entry-level jobs.

Highlights

- ❖ Awarded \$422,390 Liberty Partnerships Program grant for programming for students in the Newburgh Enlarged City School District and the Middletown Enlarged City School District;
- ❖ Awarded an additional \$66,228 Liberty Partnerships Program grant increase for programming for students in the Newburgh Enlarged City School District and the Middletown Enlarged City School District;
- ❖ Awarded \$13,348 21st Century Community Learning Center funding for afterschool program in Middletown High School;
- ❖ Awarded \$10,000 Extended Day School Violence Prevention funding for afterschool program in Newburgh Free Academy North;
- ❖ Enrolled a total of 333 students in the Newburgh Enlarged City School District and the Middletown Enlarged City School District;
- ❖ Facilitated College Readiness Programs that included student trips to College of Saint Rose, Coppin State University, Georgetown University, Howard University, Manhattanville College, Mercy College, Monroe College, Morgan State University, Mount State Mary College, Sage College, SUNY Albany, SUNY Brockport, SUNY Buffalo State, Syracuse University, University of Buffalo, and the NFA College & Career Fair;
- ❖ Facilitated community service projects in conjunction with SUNY Orange Newburgh Campus; Elant, Inc.; Safe Harbors of the Hudson; Habitat for Humanity of Greater Newburgh; Newburgh Free Library; Middletown Cares Coalition; St. Paul’s Mission and Interfaith Food Pantry; and Dolson Avenue Shop Rite;
- ❖ Coordinated enrichment visits to National Aquarium in Baltimore; Smithsonian Museums; Lincoln Memorial; The Vietnam Veterans Memorial Wall; Korean War Memorial; Martin Luther King Jr. National Memorial; *Porgy & Bess* on Broadway; *A Street Car Named Desire* on Broadway; Sterling Forest of Fear; Rockefeller Center Christmas Tree; Ground Zero; Empire Promise Youth Summit; SONY Wonders; New York Hall of Science; Black Rock Forest; The Three Doctors: The PACT; Fun Central; and FunFuzion;

- ❖ Coordinated a parent-advisory group that assisted with such events as the LPP Welcome Back Reception, Parent University, enrichment activities and college tours; and
- ❖ CYD staff attended the following staff-development workshops: SMART Board; It's in the Cloud: The Secret to Getting Your Students to Read More; Mentoring Matters Conference; Best Practices; Collaborative Problem-Solving; Interviewing Skills for Supervisors; Leadership Skills; and Communication Skills.

IMMEDIATE FUTURE PLANS

- ❖ Online surveys of CCHSP teachers, principals, guidance counselors and CCHSP graduates;
- ❖ OEP office move to new location in Library;
- ❖ LPP and SUNY IT grant applications; and
- ❖ New course(s) at satellite centers in fall 2012.