

# *Academic Master Plan*

## *2005-2010*

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## Executive Summary

Under the direction of a new President, the leadership team of SUNY Orange embarked on the development of a comprehensive strategic plan that was approved by the Board of Trustees in December 2004. The stated purpose of the Strategic Plan is “to guide the College in the improvement of educational opportunity for all citizens of Orange County.” Five strategic priorities emerged from the plan with the Academic Master Plan serving as the foundation for institutional planning and the fulfillment of the College’s mission. The overarching purpose of the planning process is focused on serving *students* more effectively and ensuring that SUNY Orange is providing learning experiences that students need for 21<sup>st</sup> century careers.

The Academic Master Plan is the College’s roadmap for delivering quality programming and is in alignment with the Middle States Commission accreditation guidelines, SUNY Mission Review criteria and the Board of Regents Strategic Plan. The Plan is a holistic and systems view of the institution and it represents a team effort and shared responsibility. The development of the Plan is the result of an inclusive process involving colleagues from a variety of departments across the campus as well as constituent groups external to the college. It is grounded in learning-centered principles; focused on collaborative and interdisciplinary initiatives; responsive to technology and the global marketplace; and attentive to assessment and continuous improvement. The Plan is meant to be a dynamic document that will be updated to address rapid changes occurring in the work environment and to meet the changing needs of students and the community.

The foundation for the Academic Master Plan was the program review process. It was an extensive process that involved gathering large amounts of data and information for each academic program and from support programs or services. Important quantitative data such as information on enrollment trends, program costs, labor market projections, retention within programs, and transfer success among others were considered. Surveys were conducted to gain a better sense of workplace needs in the area/region and feedback was sought from Advisory Committees as well. Consideration was given to alternative deliveries such as distance learning via the web and offerings via non-credit vs. credit venues. And finally, the strengths and weaknesses of each program were discussed in depth after considering all the internal and external feedback obtained.

The result of this comprehensive and system-wide view of programming and services has lead to tremendous change and concrete Five Year Goals and Action Plans for each program. The Academic Master Plan provides a summary of the primary objectives culled from the action plans and they are described in greater detail within the three academic divisions. Additional departments and service areas such as Instructional Technology and the Learning Resource Center have developed Five Year Goals and Action Plans or programs. Several

themes emerged that were common to all programs or services and included issues related to technology, curriculum change/program design, professional development, collaboration and partnerships, and student support.

The impact of the Academic Master Plan on students and learning, as well as on other departments and services within the College, is significant. This Plan reveals in a profound way how important it is that the entire college community works together to create a positive learning environment and that partnerships are forged with business and industry, government, community based organizations and others to optimize services offered and programs delivered. The suggestions and objectives contained within the Academic Master Plan are influencing other areas of the college such as facilities, technology, funding, human resources, marketing/public relations, resources and college culture. As the Plan unfolds so too will the systems, people and College evolve in new directions. SUNY Orange can be described as an institution on the move and one that is undergoing significant TRANSFORMATION.

The two-year program review process has resulted in an Academic Master Plan that reflects a clear vision of the future. To meet the challenges ahead SUNY Orange must be engaged in honest self-assessment and in determining appropriate goals and objectives for student learning, stakeholder fulfillment, fiscal management, and employee satisfaction. The focus must be on outcomes, results and accountability to all stakeholders in each of the important areas. It is understood that long-term challenges require long-term solutions. Colleagues in Academic Affairs are committed to the on-going assessment of student learning and performance, employee satisfaction and well-being, partnerships with stakeholders and responsible resource management. Collectively, the power to impact students, the community and the College is extraordinary. Ultimately the college community has taken a fresh and holistic view of itself. The results are a new College Mission, Vision and Values, newly defined Academic Affairs mission and goals, and tremendous momentum for change. It is a good time to be at SUNY Orange!

# *Introduction & Background*

## **Introduction**

Under the direction of a new President, the leadership team of SUNY Orange embarked on the development of a comprehensive strategic plan that was approved by the Board of Trustees in December 2004. The stated purpose of the Strategic Plan is “to guide the College in the improvement of educational opportunity for all citizens of Orange County.” Five strategic priorities emerged from the plan, with the Academic Master Plan serving as the foundation for institutional planning and the fulfillment of the College’s mission. The overarching purpose of the planning process is focused on serving *students* more effectively and ensuring that SUNY Orange is providing learning experiences that students need for 21<sup>st</sup> century careers.

The National Panel Report of the Association of American Colleges and Universities, entitled *Greater Expectations A New Vision for Learning as a Nation Goes to College*, calls for, “higher education to help college students become intentional learners who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lives. The panel urges an invigorated and practical education as the most empowering form of learning. It proposes a liberal education that anchors the practical in the theoretical and one that develops students’ intellectual skills and expands their curiosities and creativity, but one that also prepares them for good jobs and satisfying careers.”

The Academic Master Plan that follows is SUNY Orange’s roadmap for delivering a liberal education, defined by the National Panel as “a philosophy of education that empowers individuals, liberates the mind from ignorance, and cultivates social responsibility.” The development of the Academic Master Plan is the result of an inclusive process involving colleagues from a variety of departments across the campus as well as constituent groups external to the college. It is grounded in learning-centered principles, focused on collaborative and interdisciplinary initiatives, responsive to technology and the global environment, and attentive to assessment and continuous improvement. The plan is meant to be a dynamic document that will be updated to address rapid changes occurring in the work environment and to meet the changing needs of students and the community.

Described in the following pages are: (1) a brief background on getting started; (2) the context and labor market reviewed; (3) the criteria utilized in the planning process and common themes that emerged out of the program review; (4) an overview of the issues and action items of existing programs and new initiatives within the three academic divisions; (5) the highlights of college-wide initiatives and external collaborations on the horizon; (6) the implications for funding, facilities, human resources, technology, marketing/public relations and resource savings; and (7) concluding thoughts.

## **Background**

SUNY Orange has a strong reputation for its academic rigor and enjoys being consistently in the top tier of the 30 community colleges in the SUNY system for academic success of students transferring to senior colleges and universities, often outperforming “native” students who started as freshman. It prides itself in providing a nurturing and caring environment for students to learn. This is evidenced by the special culture one senses when setting foot on campus. It can be witnessed by engaging with the people who have dedicated entire careers to the College or by observing the multitude of learning support services that faculty and others have created to assist students and enhance learning. With a turnover in senior level leadership in academic affairs during the past 20 years, the College has not had consistent leadership. A common vision and consistent follow-through across departments and programs has been lacking. Additionally, a comprehensive and effective planning and budgeting system have not existed at the College, which has impacted technology, facilities and operating systems in significant ways.

The academic master planning process that began in summer 2004 was an effort to address the needs of the college and the new Strategic Plan. Initially there were hurdles to overcome. When the prioritization and categorization of programs was presented to the College Assembly in fall 2004, criticism was expressed about the data presented in the absence of a comprehensive review process. Subsequently the Department Chairs engaged in an extensive analysis of programs including feedback obtained from external focus groups, surveys and advisory committees and other assessment data as well as information contained within the Qualitative Criteria Instrument (QCI) and the Program Prioritization Instrument (PPI). Open communication and diligent efforts by committees and departments moved the planning and program review process forward. The in-depth analysis and interdisciplinary collaborations culminated in Five Year Goals and Action Plans for all departments. By June 2005, the three Academic Associate Vice Presidents, who had assumed leadership for the process following the departure of the Vice President for Academic Affairs for a Presidency, presented a summary of the Five Year Goals & Action Plan to the Board of Trustees during their annual retreat. The Board favorably received it and there was a noticeable tone of optimism within Cabinet.

Ultimately, the college community has taken a fresh and holistic view of itself. The results are a new College Mission, Vision and Values, a newly defined Academic Affairs mission and goals, and tremendous momentum for change. It is a good time to be at SUNY Orange!

## STRATEGIC PLAN

The SUNY Orange Strategic Plan 2005-2010 focuses the College's energy and strength on five priorities:

- I. Develop and implement an Academic Master Plan that guides the renewal of current programs and services, the development of new programs and services, and formulates the allocation of resources effectively.
- II. Increase the effectiveness of planning and resource allocation for all College operations.
- III. Provide adequate resources to allow the College to realize its strategic goals.
- IV. Review and align the missions, operations and staffing levels of all college departments in light of the strategic priorities.

*Source: SUNY Orange Strategic Plan 2005-2010*

## ACADEMIC MISSION STATEMENT

The academic mission of Orange County Community College, in the spirit of the College's vision, mission and values, is to contribute to the current and future vitality of the community we serve by providing quality higher education opportunities to meet the needs of our diverse student population. To this end, Orange County Community College will provide rigorous programs including:

- AA & AS transfer degree programs, encompassing core freshman and sophomore courses that parallel four-year college and university programs;
- AAS degree programs that focus on relevant knowledge and skills required for direct entry into the workplace or possible transfer to four-year programs;
- Certificate programs for workplace skills;
- Preparation programs that provide opportunity and access to the college experience.

This mission includes academic services and programs to enhance and promote student success, as well as opportunities for lifelong learning and personal enrichment for the community at large.

## **ACADEMIC AFFAIRS PRIMARY GOALS**

### **AA & AS Transfer Degree Programs**

Offer degree programs that provide students with a comprehensive foundation in the liberal arts and sciences to enhance their intellectual growth and development and further their opportunities for transfer to four-year colleges and universities.

### **AAS Degree Programs**

Offer professional and technical degree programs that develop and enhance occupational knowledge and skills, meet employment needs, and in some cases, lead to transfer opportunities at other institutions.

### **Certificate Programs**

Provide certificate and workforce-training programs that meet the dynamic requirements of business, industry, education, and public service agencies for basic skills, specific job skills, and technical skills training.

## **ACADEMIC AFFAIRS COMMON GOALS**

### **Community Needs**

Identify and respond to individual and community educational, economic, civic, and cultural needs through programming activities and partnerships.

### **Diversity**

Create and sustain an academic environment, and provide educational opportunities that are inclusive, responsive, and proactive on issues of diversity and social justice in the college and the community.

### **Assessment and Planning Process**

Assure quality in all programs and services by employing a continuing cycle of effective planning, evaluation, and improvement through shared decision making.

### **Faculty and Teaching**

Support excellence in teaching.  
Provide positive learning environments.

### **Technology**

Create, sustain, and enhance a technological environment that is supportive of academic goals.

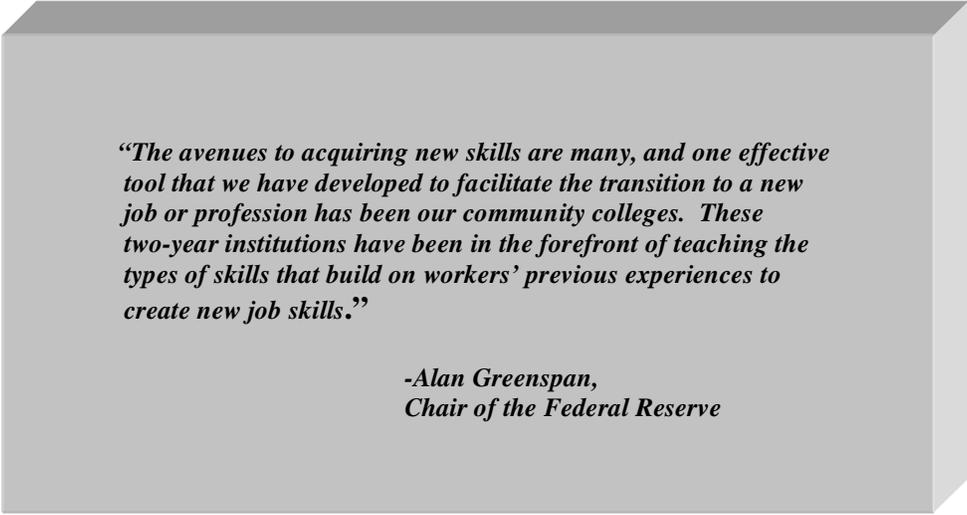
### **Lifelong Learning & Personal Enrichment**

Develop and sustain a shared commitment to ongoing intellectual growth, creativity, and curiosity. Create opportunities that support life long learning and the civic, social and cultural quality of life for the college and the community.

# Context & Labor Market

## The Context

Education is an investment that pays itself back, both principal and interest, in every generation. Much has been asked of higher education since its inception including preparing leaders, creating new knowledge, addressing democratic principles, training employees and supporting scientific discovery and artistic expression. In the 21<sup>st</sup>, century higher education is facing many serious challenges such as providing access for an increasing number of students; keeping college affordable; using technology effectively in teaching and learning; partnering with PreK-12 schools and other institutions; and fostering economic growth and workforce development. Community colleges are uniquely positioned to prepare students for transferring to senior-level colleges and universities, for entering the workplace, and for meeting their civic and societal responsibilities.



*“The avenues to acquiring new skills are many, and one effective tool that we have developed to facilitate the transition to a new job or profession has been our community colleges. These two-year institutions have been in the forefront of teaching the types of skills that build on workers’ previous experiences to create new job skills.”*

*-Alan Greenspan,  
Chair of the Federal Reserve*

## SUNY Orange Profile

Today’s community college students come from a diverse array of racial/ethnic, and socio-economic backgrounds, and they come with varied levels of preparedness. While they bring great diversity and vitality to campus, they are also placing significant new demands on institutions and increasing expectations of faculty knowledge and skill. The following is a profile of SUNY Orange as an institution and a snapshot of the students being served.

- *Institution* – SUNY Orange enrolls approximately 7,000 credit and non-credit students of which 61% are female and 39% are male. Two-thirds of the students who attend the College indicate that SUNY Orange was their first choice. Diversity matches closely with the Orange County population including 68% White, 12% Hispanic and 10% Black. The

Hispanic population is projected to grow to 20% by 2015 both within the College and the County. Approximately 97% of SUNY Orange students come from New York and 85% are Orange County residents.

- *Student Population* – The College serves approximately 66% traditional age students who enroll following graduation from high school. Non-traditional adult students who are returning for degree completion, career change or personal fulfillment represent about 34% of those attending SUNY Orange. One third of degree seeking students are enrolled in AAS programs with two thirds enrolled in AA or AS programs. Many students are employed part-time or full-time with the average student spending 26 hours per week working, 12 hours per week in the classroom and 6 hours per week doing study assignments outside of class. Balancing work, family and study responsibilities is not easy, yet with all these challenges 15%-18% of Orange's students graduate within two years, 25% after three years and 30% graduate within four years. Fifty percent of graduating students transfer to a senior college or university while 50% enter the workforce. Orange County benefits significantly with 90% of SUNY Orange graduates employed in the County.
- *Preparedness* - Today approximately 50% of all full-time students entering the College are required to take a minimum of one remedial course. Six years ago 35%, of entering full-time students needed at least one remedial course. This is a growing trend nationally and is expected to continue at SUNY Orange as well, reflecting major implications for courses, staffing and support services within the College.

In order to address the challenges facing higher education the SUNY Board of Regents recently adopted a new master plan for Higher Education entitled *The Statewide Plan for Higher Education, 2004-2012*, that identifies priorities to be addressed in five categories. The SUNY Orange Academic Master Plan is in alignment with the SUNY plan and addresses labor market needs and occupational projections of New York, the Hudson Valley and Orange County.

### **Labor Market: New York State Profile**

Projections of college and university enrollments in New York are expected to grow from 1.112 million in the fall of 2003 to 1.121 million in the fall of 2012. The projections of New York State high school graduates show increased graduates until 2009 with projected year-to-year increases in both part-time and full-time undergraduates. According to Empire State Development, in 2001, nearly 365,000 New Yorkers worked in high technology industries, the third highest in the nation. New York had the largest number of workers in photonics manufacturing in the nation in that same year and the second largest number in consumer electronics and in defense electronics. Manufacturing employment in the State declined by 38.8 percent between 1983 and 2002, according to the Buffalo Branch of the Federal Reserve Bank of New York. The New York State

Department of Labor indicates the following among the (*fastest growing*) occupations:

- Medical Assistants
- Network Systems & Data Communication Analysts
- Physician Assistants
- Physical Therapist Aides
- Medical Records & Health Information Technicians
- Physical Therapist Assistants
- Occupation Therapist Aides
- Personal Financial Advisors
- Computer Software Engineers, Systems Software
- Database Administrators
- Dental Hygienists
- Fitness Trainers & Aerobics Instructors
- Mental Health and Substance Abuse Social Workers

The New York State Department of Labor lists the following occupational projections among those with the (*most openings*):

- Registered Nurses
- Elementary School Teachers, Except Special Education
- Security Guards
- Child Care Workers
- Executive Secretaries and Administrative Assistants
- Accountants and Auditors

## **Labor Market: Hudson Valley Profile**

The Hudson Valley Economic Development Corporation includes Orange County and eight additional counties who have come together as one region to promote economic development. It describes the Hudson Valley as being home to more than 100 Fortune 500 companies. The region supports a thriving financial and insurance cluster and counts four of the eight richest counties in New York State. Orange County is the fastest growing county in the State and is projected to continue to grow for the next twenty years, according to State and Federal projections. As detailed in the Hudson Valley Economic Development Corporation's 2005 Annual Report (HVEDC)\* and the College's Strategic Plan, the trends facing the region are highlighted below:

- *Microelectronics* – Since 2000, over \$5 billion has been invested in the region with more than 70 microelectronics firms and their suppliers located in the Hudson Valley. New businesses are emerging, and Newburgh is at the center of the nation's fastest-growing advanced technology corridor between Manhattan and Albany.
- *Biopharmaceutical* – More than 61 biotech, pharmaceutical and life science companies, including both large and blossoming companies, are located in the region.
- *Tourism* – Approximately \$2 billion is funneled into the local economy and is fueling a region that has preserved its heritage while nurturing culture, entertainment and adventure for the 21<sup>st</sup> century.

- *Rivertowns* – Newburgh and other rivertowns along the Hudson are being revitalized. Newburgh is the largest growth area in Orange County and is transforming its waterfront with restaurants, art galleries and residential communities.

\*The complete HVDEC 2005 Annual Report, *Strength in Numbers*, is found in The Appendix .

# Criteria & Common Themes

## Criteria

During the program review process, large amounts for data and information were considered for each academic program as well as other services such as the Tutorial Center or Learning Resource Center that serves students and the entire community. Important quantitative data such as information on graduation rates, retention within programs, transfer success, enrollment trends, program costs and labor market projections among others were considered. Surveys were conducted to gain a better sense of workplace needs in the area/region and feedback was sought from Advisory Committees as well. Consideration was given to alternative deliveries such as distance learning via the web and offerings via non-credit vs. credit venues. And finally, the strengths and weaknesses of each program were discussed in depth after considering all the internal and external feedback obtained.

The result of this comprehensive and system-wide view of programming and services has led to tremendous change and concrete Five Year Goals and Action Plans for each program. SUNY Orange can be described as an institution on the move and one that is undergoing significant TRANSFORMATION. This transformation requires trust and tenacity. To that end, the College has created through its Governance by-laws a new institution-wide committee, *Planning and Budgeting for Institutional Effectiveness* (PBIE), that is ensuring *transparency* with the planning and budgeting process. PBIE will also have an important role in recommending to Cabinet the allocation of resources for strategic initiatives based on the College's Strategic Plan and the Academic Master Plan. The committee has established an electronic version of the Action Plan for posting on the college web site by academic departments and work units on campus. We are well on the way toward establishing trust and engaging in an on-going assessment of the college's progress.

The assessment of programs has generated significant curricular change and program design ideas in many areas. It has also helped identify new initiatives, programs and services that should be considered for development and funding. Equally, some programs are no longer appropriate to continue in their current form nor justify the expenditure of limited resources.

### The Three T's

- **Transformation**
- **Trust**
- **Tenacity**

As the program review process evolved, common themes emerged regardless of the program type, and they are detailed on the following pages. The common themes have implications for departments or work units beyond academic affairs and will be discussed further in the Academic Master Plan. There is compelling evidence, through the review process and the identification of common themes, that the college community must think

systematically. All must look beyond a specific program, department or division and consider the integration of work with other disciplines and how that work impacts or relates to other units of the college and the community.

## Five Common Themes

As a result of the program review process, common themes surfaced that pertained to all departments. The following categories emerged as areas of significant importance and consideration:

- **Technology** – Innovations in technology are dramatically impacting both the design and delivery of curriculum, programs and services while also changing how we collaborate and communicate with colleagues, students and external partners. The warp speed with which technology is changing creates challenges for the College's budget, staffing and training needs. Listed below are some of the issues and needs related to technology that have been identified:
  - Upgrade computer labs and relevant equipment on a consistent three-year cycle;
  - Create a cycle for implementing smart stations and smart boards in all instructional spaces on campus;
  - Upgrade computer hardware and software within faculty and department offices on a consistent three-year cycle;
  - Explore the creation of wireless hot spots in appropriate spaces throughout the Middletown and Newburgh campuses;
  - Consider the desire and feasibility of student owned or leased laptops upon admission;
  - Create faculty and department web pages for posting assignments, syllabi, activities, updates, etc.;
  - Provide hands-on technology skills training and consultation through the Center for Teaching and Learning to keep staff current on the latest hardware and software; and
  - Ensure that non-computer related technologies or tools and capital equipment needs and budgetary requests are kept current.
  
- **Curriculum Change/Program Design** – Technology and international commerce have changed the workplace dramatically, and a new skill set for employees is needed. Additionally, changing demographics and the preparedness of students who are served by the college are requiring that programs and curriculum change and adapt. Listed below are some of the issues and needs related to curriculum change/program design that have been identified:
  - Explore the need for evening, weekend and non-traditional scheduling options for the delivery of programs and curriculum to better meet the needs of diverse students and the workplace;

- Ensure an inclusion of the cultural arts, diversity, critical thinking, communication skills, information literacy etc. within the curriculum and programming for the community;
  - Identify, review and assess the common academic core that should exist in all AA, AS and AAS programs;
  - Collaborate with the Center for Adult and Professional Education (CAPE) to build alignment between credit and non-credit offerings, certifications and continuing education courses;
  - Identify degrees that should be offered partially or entirely on-line and determine which programs should add web-based or hybrid course options for students;
  - Address technical support services for students taking courses on-line;
  - Incorporate specialized industry certifications within credit and degree programs to provide students with value-added skills;
  - Increase program articulation agreements to ensure a seamless transfer and to broaden career paths for students; and
  - Create learning communities and student cohorts such as a First Year Experience to enhance retention.
- **Professional Development** - Higher education professionals are in the business of learning and helping students grow. Modeling lifelong learning and continuously seeking out new knowledge and new pedagogy are essential to the personal and professional growth of educators. During the program review process the need for professional development was recognized, and the following issues and needs were identified:
    - Support teaching excellence, best practices and pedagogy through the Center for Teaching and Learning;
    - Support sabbaticals, licensure and CEU's, and attendance at national, regional and state conferences to stay abreast of current trends and to acquire new knowledge;
    - Create internships in the business sector to allow faculty the opportunity to incorporate contemporary real world applications within the curriculum;
    - Establish partnerships for international visiting professor opportunities that enrich the multicultural perspective and enhance global understanding;
    - Provide mentoring for new faculty, adjuncts, and Community College in the High School's (CCHS) faculty; and
    - Address the ongoing need for technology training through the Center for Teaching and Learning and initiatives such as a Technology Academy with hands-on learning.
- **Collaboration and Partnerships** – In the age of limited resources and dwindling state support, all institutions must look for ways to optimize their assets. Seeking partnerships to optimally leverage human and capital resources is a wise choice. Community colleges are noted for their entrepreneurial mindset, and as the program review process has evolved

at SUNY Orange thoughtful ideas for working collaboratively have emerged. Listed below are the issues and suggestions identified:

- Seek out new opportunities for collaboration and programming such as the Hudson Valley Consortium for Domestic Preparedness, Response and Recovery;
  - Strengthen and expand partnership efforts, articulation and other activities such as discipline-specific Alliance Meetings with area Pre-K-12 school districts and the BOCES through the newly created Office of High School Relations that includes *Community College in the High Schools, College Experience Program, Center for Youth Development and Tech Prep*;
  - Develop a plan for expanded offerings, the appropriate sequencing of courses and the identification of signature programs at the Extension Centers at Monroe, Port Jervis, and Warwick;
  - Create stronger ties between CAPE and credit departments and programs to develop new non-credit offerings;
  - Develop a formula for resource sharing between CAPE and credit departments to serve as an incentive for building discretionary funds within department budgets;
  - Investigate securing appropriate bachelor degree granting institutions who might offer SUNY Orange graduates from AA, AS or AAS programs the opportunity to complete their bachelor's degree on the SUNY Orange Campus;
  - Assertively seek relationships with Community Based Organizations, theatre or cultural groups, non-profit organizations and the business sector to provide training or credit programs on-site and to engage in win-win partnerships that enhance revenues for all parties; and
  - Develop a plethora of internship opportunities for students through collaborative efforts with academic departments and the Career Services Office and strengthen relationships with the corporate sector.
- **Student Support** – At the heart of the institution are students, and as the program review process evolved, it was evident that services could be strengthened to enhance learning. The following suggestions and issues were identified:
    - Implement a system to gain on-going feedback from students regarding the quality and effectiveness of the learning experience and support services offered;
    - Create a selective Ambassador program that provides free tuition and leadership development for students;
    - Enhance retention efforts through collaboration between Academic Affairs and Student Development in areas such as academic advising and development and administration of specialized programs for at-risk students;
    - Explore the feasibility of creating a First Year Experience and/or expanding or reinventing the student success course;

- Ensure that adequate tutor services and academic assistance are available to meet the needs of students;
- Balance meeting the needs of diverse students including those designated in the Honors program and those placed into developmental courses; and
- Create a one-stop center that addresses student needs more fully.

### Comments from Colleagues on Teaching and Learning

Mindy Ross, Professor of English, quotes Goeth:

*“Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it.”*

Nancy Carlson, Assistant Professor, Chair, Department of Education provided the following:

*“I hear and I forget, I see and I remember, I DO and I understand.” (Chinese proverb)*

*“It doesn’t matter how SMART you are, it matters HOW you are smart.”*

*(quoted from John Gardener, Multiple Intelligences)*

Suzanne Krissler, Professor, Chair, Department of Accounting & Office Technologies in her own words:

*“Learning is a lifelong process and we are here to help you with that.”*

Diane Bliss, Associate Professor of English, sees the community college as a

*“ ‘Learning Organization’ meant to establish an environment ‘where it is safe for people to create visions, where inquiry and commitment to the truth are the norm, and where challenging the status quo is expected’”*

*(quoted from Peter Senge, The Fifth Discipline).*

*Division Directions:  
Business, Math, Science & Technology*

## **Introduction**

The Division of Business, Math, Science and Technology strives, through its varied programs and course offerings, to provide a state-of-the-art education that engages students in critical thinking, scientific inquiry, empirical observation and reasoning, and theory and application of knowledge within its academic disciplines. The programs and courses provided by this Division give students the opportunity to become competitive in the current workplace or to continue their academic pursuits at upper division institutions.

The Division includes the Departments of Accounting and Office Technologies, Applied Technology, Biology, Business Management, Math and Computer Science, and Science and Engineering. These departments sponsor 25 academic programs; 6 AS degrees, 10 AAS degrees and 9 certificate programs. In addition to offering multiple educational programs, three of the departments in this division provide all of the math and science courses required by SUNY General Education for the college. Furthermore, the math and science areas, plus the Biology Department, support the health professions programs. The Math/Computer Science Department also provides developmental math courses for students who need preparatory math skills. Due to expanded enrollment at the college, and because of limited human and financial resources, a greater burden is placed on the service component of these departments to provide the courses needed by our students.

The success of many of the programs offered relies heavily upon maintaining state of the art technology in the classrooms and laboratories. Due to financial constraints, the implementation of technological advancements has lagged at the college and has damaged the reputation of some departments, especially in the areas of computer information systems, information technology, and electrical engineering technology.

Over the past year, faculty and department chairs have worked extensively on collecting additional data on future employment needs and academic transfer, and have executed comprehensive internal and external program reviews. Discussions have taken place at the departmental and divisional levels, resulting in the following innovative program revisions which are supportive of the Academic Affairs Mission. These creative program solutions, or objectives, are the result of the hard work and dedication of faculty and chairs.

### **Department of Accounting/Office Technologies**

This department currently offers 4 degree and 4 certificate programs. The AS Accounting degree is designed for those who plan to continue their education in accounting or finance at a four year college. The AAS Accounting Technician - degree is designed to prepare graduates for entry level positions such as

bookkeeper, junior accountant, accounting clerk or office manager. Additionally, graduates from this program will be prepared for the Certified Bookkeepers Exam. The AAS Medical Office Assistant Degree is designed to develop office skills and knowledge of medical terms for those students seeking careers in medical organizations. The AAS Office Technology Degree is designed to prepare students to work as Office Assistants. Three emphasis areas are provided within this degree program; Legal Office Assistant, Office Manager, Secretary/Word Processor. Three certificate programs serve as feeders into the AAS degree programs; Clerical Office Assistant, Accounting Procedures, and Information/Word Processing.

The Business Studies Certificate is a jointly registered program with SUNY New Paltz. This program is only intended for Bachelor graduates in fields other than business and prepares them for Master's level studies in business.

The department of Accounting/Office Technologies was developed as a result of the reorganization of Academic Affairs in the 04-05 academic year. After a comprehensive review, additional information was collected from business surveys and their advisory board to ascertain the skill sets needed by these areas of employment and for currency in their curriculum. In addition, this area also completed two comprehensive program reviews, SUNY Programmatic Review and Association of Collegiate Business Schools and Program, ACBSP. As a result of the information, all programs within the Department are focused on the following departmental objectives and program-specific objectives.

### **Objectives – Department of Accounting/Office Technologies**

- Provide wireless computerized classrooms and mobile labs.
- Provide Blackboard training for all faculty to increase distance-learning courses for all degree programs.
- Collaborate with CAPE, high schools, and professional organizations on related curricular and professional development activities.
- Increase student retention through expanding open laboratory hours in HA 215.
- Review student-learning objectives to insure they are measurable and utilize assessment data for planning and to improve teaching and learning.
- Continue to increase course offerings at Newburgh Extension Center for both the Accounting and Office Technologies areas.
- Establish student internships for all AAS degree programs.
- Offer all business programs at Newburgh Branch Campus.

### **Objectives – AS Accounting Program**

- Attract minority students by collaborating with Mid-Hudson Chapter of NYS Society of CPA and offer a one-week summer program for high school students.
- Collaborate with the Business Administration Department to collect transfer information from 4 yr academic institutions for AS Accounting and modify program accordingly.
- Expand accounting faculty's knowledge of Sarbanes-Oxley reporting requirements and

other accounting practices.

### **Objectives – AAS Accounting Technician Program**

- Increase retention by producing more computer instruction in AAS Accounting and supporting business club's activity.
- Update curriculum and change degree name for AAS Business- Accounting Technician.

### **Objectives – AAS Business-Office Technologies**

- Discontinue the AAS Business- Office Technologies - Secretarial/Word Processing Emphasis.
- Discontinue the AAS Business- Medical Office Assistant degree.
- Add Medical Office Assistant as an emphasis area in AAS Business – Office Technologies degree.
- Research the computer-aided open lab instruction for the AAS Business – Office Technologies degree.

### **Objectives – Certificate Programs**

- Discontinue Certificate Program – Information/Word Processing.
- Update curriculum to meet change in skill requirement of the Certificate Program – Clerical Office Assistant.

## **Department of Applied Technology**

The Department of Applied Technology was created as a result of academic reorganization to consolidate the high end users of technology into one department in order to better utilize resources. This department sponsors four degree programs and five certificate programs. The four degree programs are; AAS Computer Information Systems, AAS Information Technology, AAS Electrical Engineering Technology – Electronics, and AAS Construction Technology – Architectural Technology. The five certifications are; Microcomputer Application, Construction Supervision, Architectural Drafting, Surveying and Drafting. All of these programs will be described in the following pages. This department also provides Microcomputer Applications, as a service course to business programs, and Computer Graphics as a service course to Diagnostic Imaging and the Arts. As a result of the comprehensive program reviews, common departmental characteristics were identified for change. These departmental objectives are listed below.

### **Objectives**

- Provide state of the art instructional technology in the classroom and laboratories, and for faculty and students.
- Collaborate with the College IT Department to utilize blade server.
- Support faculty in attending local, regional, and national technology conferences.
- Strengthen working relationship with Tech Prep to improve bridging students from the high school.

- Pursue articulation agreements with four year academic institutions to provide students with more opportunities.
- Increase student retention by supporting the architecture and computer clubs' activities and providing an open laboratory for student use.
- Train all faculty in the use of Blackboard to increase distance learning and hybrid courses for degree programs.
- Support faculty in corporate technology internships or training programs.
- Partner with corporations such as Frontier, IBM, and Philips as well as with local businesses, for program development and student internships.
- Partner with CAPE to develop and offer technical programs and certifications.
- Incorporate appropriate certifications into the curriculum of degree programs to make our students the premiere candidates for employment.
- Collaborate with Institutional Advancement to market new and existing degree programs.
- Eliminate course redundancy by collaboration with the departments of Math/Computer Science, Science and Engineering to create new courses which service multiple degree programs.
- Be part of the technology center at the Newburgh Campus.

## **AAS Computer Information Systems**

The AAS Computer Science Degree is designed to prepare students for job entry in the field of computer programming or internet systems. This degree program was hindered by antiquated computer hardware and software, making it impossible for the department to update their course work. A declining enrollment was reflective of the outdated program. The challenge is to revamp the entire degree program to meet the ever-changing technology needs of business. To collect information about both the skill sets needed in this area of employment and the currency of the curriculum, a comprehensive survey was sent to employers and information was collected from the advisory board. The graduate student survey identified that even though this is an AAS degree, some students use this degree for transfer. In addition, two year community colleges and four year academic institutions classified as technology centers were studied for programming and curriculum, then compared to our degree. This program also completed two external program reviews, SUNY Programmatic Review and ACBSP. As a result of these surveys and program reviews, the objectives below have been established.

### **Objectives**

- Revise the AAS Computer Information System Programming option to strengthen coverage of operating systems, visual and application programming.
- Replace the AAS Computer Information System Internet Systems and Applications Option with a Web Administration & Design program option.
- Require student internships as part of the core curriculum.
- Offer AAS Computer Information Systems as an online degree.
- Partner with Math/Computer Science and the Coordinator of Instructional Technology to train faculty in JAVA, Unix, and Linux.

- Discontinue the Computer Graphics course, and create a computer literacy course to service the college.

### **AAS Information Technology**

This degree was formed as a joint effort between the former Technology and Business Departments. The AAS Information Technology degree prepares students in a variety of entry level careers in computer networking and information technology occupations. These subjects have changed so rapidly that the college has not been able to keep up with technological changes. The challenge is to revise the degree not only to make it current but also to forecast the future employment needs in that field.

#### **Objectives**

- Train faculty in networking, help desk, and soft skills.
- Partner with the College IT Department to develop a student-run help desk and student technicians.
- Create a new AAS Information Technology degree program with two emphasis areas: Network Administration and End User Support, and incorporate networking, A+, and help desk certifications into the curriculum.

### **AAS Electrical Engineering Technology – Electronics**

The AAS Degree in Electrical Engineering Technology – Electronics prepares students for employment in two basic specialization areas, general electronics and semiconductor manufacturing. Computer technology has dramatically changed the work skills needed in these fields and this degree program is not currently teaching those skills. Revision of this program through incorporation of the latest digital technology (in relation to skill sets) is essential for the success of our graduates. A new opportunity for growth in employment for our students is in telecommunications areas such as telephony, wireless data communications, fiber optics, satellite, and cellular systems. The expansion of medicine into applied areas of electronics has created the possibility of a biomedical option in the degree program. A recent departmental student survey indicated that students transferred from this program to four year technical colleges. Based on graduate surveys, employer feedback, site visits to other institutions, and industry partner collaboration, the department has set the following objectives to insure our graduates are trained for the work force in the field of electronics and telecommunications for the next ten years.

#### **Objectives**

- Update electronics labs with Quartus II, hydraulic and pneumatic training systems, microprocessors, MultiSimm, Math CAD, and ETCAI Products Interactive software.
- Partner with CAPE to utilize hydraulic and pneumatic training systems and to create telecommunications lab.
- Review all existing EET courses, modify and revise as needed to reflect current computer technology trends.

- Develop an AAS degree and a certificate in Telecommunications Technology.

## **AAS Construction Technology – Architectural Technology**

The AAS Construction Technology – Architectural Technology graduates have found employment as draftsmen in the architectural profession as well as in the fields of engineering and manufacturing. However, a shift in demographics has also occurred. While the program operates as an AAS degree (a degree designed to train graduates for gainful employment upon graduation), over 50% of students use this program as a transfer degree. Thus, recruitment of new students and retention of existing ones has been a challenge.

Furthermore, a major technological change has taken place and has shaped the current form of the program. Hand drafting, on which many of the original lab courses were based, has become obsolete. Computer Aided Drafting (CAD) has become the tool with which draftsmen communicate. In fact, even the term “draftsmen” is now antiquated, being replaced with “CAD operators.” Technological conditions in the workplace along with employer needs, identified via surveys and advisory board input plus student feedback, will shape the future of the program.

### **Objectives**

- Partner with the Dept. of Science and Engineering and CAPE to create an ergonomic computerized lab with large screen high-resolution monitors and two networked large format plotters with the following software; Autodesk package, Desktop and 3DViz, Adobe Photoshop, MS Office, MSPProject, and Beam Check.
- Purchase digital image collections with the Arts and Communication Department.
- Develop admissions criteria for the program.
- Increase CAD and software usage throughout the curriculum.
- Develop a split-track curriculum to provide courses for those students entering the workforce or planning to transfer.
- Increase student retention by developing a “capstone” exam which will enable instructors to identify and assist students in need of remediation.
- Train all faculty on software; Autocad, Desktop, 3dViz, Adobe Photoshop, Beam Check, and MS Project.
- Investigate how other colleges handle DL and hybrid courses in construction and architectural technologies.
- Form articulation agreements with New York Institute of Technology and Pratt Institute.
- Participate in the implementation of the SUNY / DOL grant for the construction industry.
- Partner with CAPE to design courses to provide career ladders for those in the construction industry.
- Explore ESL for the construction trades in Newburgh.
- Explore the possibility of moving the AAS Construction Technology- Architectural Technology degree program to the Department of Science and Engineering.

### **Certificate - Microcomputer Applications**

This certificate is designed to provide knowledge and hands-on experience necessary to configure, install, and operate microcomputers in the business environment. Once enrolled in this certificate program students have the prospect to continue their study for an AAS in Computer Information Systems.

The revision of the AAS Computer Information Systems degree program will impact the course structure of this certificate.

### **Certificate – Construction Supervision**

The department, in conjunction with CAPE, needs to evaluate this certificate program in reference to ESL, the DOL grant and the local building industry.

### **Certificate – Drafting**

All the students in this certificate have now completed the program, and the department must determine its value.

### **Certificate – Architectural Drafting**

Discontinue this program.

### **Certificate – Surveying**

Sullivan Community College offers an AAS in surveying, therefore, this certificate will be discontinued.

## **Department of Biology**

This department sponsors the AS Liberal Arts and Sciences – Mathematics and Natural Science-Jointly Registered Teacher Education Program, Biology concentration (Elementary Education Grades 1-6) which prepares students for transfer to SUNY New Paltz. It is designed to prepare those students who plan to teach at the first grade through sixth grade level. The AS Liberal Arts and Sciences – Mathematics and Natural Science Emphasis degree is jointly sponsored by this department and others within the division, and is designed for students who intend to transfer to a four-year institution to earn a baccalaureate degree in math, natural or physical science. This department also provides service courses to the college for General Education requirements and the Health Professions.

The major challenge facing the Biology Department is one that results from the department's own success in attracting new students. Enrollment in biology courses has increased from 920 students per semester to 1,828 students per semester in the past five years while the numbers of full time faculty have remained constant. The department's future growth will be limited by laboratory and classroom space plus human and financial resources.

## Objectives

- Provide state of the art instructional technology in the classroom and laboratories for all Faculty, along with training.
- Improve adjunct mentoring, especially for multi-section courses.
- Continue partnership with Orange County Health Dept to serve as the primary investigators of the West Nile Virus Surveillance Study.
- Collaborate with Campus Facilities, Campus horticulturist, CAPE, Director of Grants, Orange County Historical Society, and Orange County Arboretum to restore green house.
- Partner with Director of Grants, High Schools, Orange County Archeological Society, Agassiz Society, and Orange County Foundation to restore the mastodon.
- Continue partnership with the SUNY Purchase bridge program for minority students.
- Increase student retention by supporting the Agassiz Society.
- Expand BATCAVERN I & II (computerized resource study rooms) to support students in the health professions and the sciences.
- Develop a new degree program, AS Liberal Arts and Sciences – Mathematics and Natural Science - Jointly Registered Teacher Education Program, Biology Concentration, Grades 7-12.
- Increase offerings of web enhanced courses and offer Nutrition online.
- Establish year round technical support for laboratories at Middletown and Newburgh.
- Investigate development of an AAS Biomedical Technology degree with Laboratory Technology.
- Investigate transfer into BS degree in Forensic Science at Mercy College with Criminal Justice & Laboratory Technology.
- Offer Diversity of Life at the Newburgh Extension Center.
- Offer supporting course work for the Health Professions as determined at the Newburgh Campus.

## Objectives – AS Liberal Arts and Sciences – Mathematics and Natural Science Emphasis

- Enhance partnerships with: The Environmental Consortium of the Hudson Valley Colleges and Universities, Hudson River Environmental Society, Hudson River Institute, and Orange County Land Trust to benefit degree program.
- Increase articulation agreements with 4 year academic institutions.
- Increase General Biology I and General Biology II course offerings through the CCHS program.
- Promote advisory tracts within the AS Liberal Arts and Sciences – Mathematics and Natural Science degree program with two emphasis areas, Environmental Science or Premedical.
- Partner with Director of Grants to pursue NSF and other grants to enhance degree.

## Department of Business Management

This department supports four degrees and one certificate program; the AS Business Administration Degree designed for students who plan to transfer to a four year academic institution and continue their business education, the AAS Business Management Degree designed to prepare the student for a position as a first line manager in a profit or non-profit organization, AAS Marketing Degree to prepare students for positions ranging from sales trainee to marketing management, the AAS E-Business Degree to prepare students for positions that utilize the internet to exchange their presence in the marketplace, and the E-Business certificate designed to develop a basic foundation for using information technology in business.

This department has always experienced strong enrollment in its programs except for the E-Business program. Enrollment in the E-Business program has, since its inception, been below the level expected, and below the level at which it would be judged to be providing value to the college and its community. It is in the best interest of the college to phase out this program. This department's challenge in the other degree areas is to remain current in its curriculum for transfer and employment.

### Objectives

- Provide start of the art technology and training for faculty and staff.
- Support faculty in attending local, regional, and national business conferences and participation in professional organizations.
- Deactivate the AAS E-Business degree and certificate.
- Increase course offering for AAS Business Management at the Newburgh Extension Center.
- Offer all business degrees at the Newburgh Branch Campus.
- Enhance high school relationships through the Academy of Finance, Orange County Counselors Association and BOCES.
- Work jointly with CAPE to develop business related curriculum.
- Enhance student internships for all AAS degree programs.

### Objectives – AAS degrees

- Investigate the future skill sets needed by employers for AAS degrees and modify curriculum.

### Objectives – AS Business Administration

- Investigate transfer of the AS Business Administration degree to four year institutions and modify curriculum accordingly.
- Develop an online AS Business Administration degree.

## Department of Math/Computer Science

This department sponsors the AS degree in Computer Science and is designed for students who wish to pursue a BS degree in Computer Science. The AS Liberal Arts and Sciences – Mathematics and Natural Science Emphasis degree is jointly sponsored by this department and others within the division and is designed for students who intend to transfer to a four-year institution to earn a baccalaureate degree in math, natural or physical science. This department also provides service courses to the college for General Education requirements and developmental math courses. The major challenge for the Math area is the need to continually increase the number of course section offerings, particularly for developmental math courses. The primary challenges for the Computer Science area are to maintain currency in technology and programming languages in the face of rapid change in the industry, and to improve student retention.

### Objectives

- Provide state of the art instructional technology in the classroom, in laboratories and for faculty.
- Train faculty in the use of Blackboard to introduce web enhanced upper level math courses.
- Increase student retention by augmenting the size and staff of the Math resource room, and add math software to HA 215 open lab.
- Create an assistant chair position to support the department in recruitment and mentoring of adjuncts and new faculty.
- Increase courses offerings to support developmental math and general education requirements in Newburgh.
- Partner with Student Development to improve advising and placement policies.
- Create a new general education assessment tool as well as revise the general education math assessment plan for the college.
- Provide a workshop for strategies to teach developmental math.
- Address the gap in math knowledge between the high school and college through BOCES.

### Objectives – AS Computer Science Program

- Maintain currency in programming languages in Computer Science to improve transferability to four year colleges.
- Improve student retention by providing support for the new Computer Science Club.
- Assign all computer science majors to faculty who teach computer science.
- Partner with Applied Technology and Science & Engineering Dept to develop a C++ object-oriented programming course.
- Partner with Applied Technology Department to develop a Unix & Linux course and faculty training.
- Develop a high school computer science curriculum that will articulate with the college.
- Create a coordinator position for computer science.

## Department of Science & Engineering

This department sponsors the A.S. Degree in Engineering Science. The goal of the A.S. Degree in Engineering Science is to prepare the student for successful transfer into upper level Bachelor of Science programs in various fields of engineering, a goal that has been consistently achieved over the past fifty years. The students in this degree program have a close relationship with the faculty helping their retention efforts. The lack of a dedicated engineering laboratory and outdated chemistry and physics labs has not been a deterrent to the success of the engineering program due to the creativity of the department to overcome these obstacles. This department also services the health professions, the technologies, the general education requirements of the college and is a joint sponsor of the AS Liberal Arts and Sciences – Mathematics and Natural Science Emphasis Degree.

### Objectives

- Work jointly with Director of Grants to secure funding to modernize chemistry, engineering and physics laboratories.
- Construct an astronomical observatory and work jointly with Director of Grants to secure funding.
- Update computer technology for faculty and classroom instruction.
- Institute an end of the year review of SLO for General Education Courses.
- Institute a bi-annual review of courses with relevant stakeholders for service courses.
- Work with Institutional Advancement to develop a department brochure.
- Participate in CCHS by increased offerings of Chemistry I and II.
- Increase course offerings and faculty as needed at Newburgh to support General Education and Health Professions requirements.
- Partner with CAPE to develop professional education courses for engineers.
- Investigate possible realignment of Architecture Program under the aegis of the Science and Engineering Department.
- Partner with Tutorial Services to institute peer-tutoring program in the engineering and chemistry study lounge.

### Objectives – AS Engineering in Science Program

- Provide access to engineering program for evening students.
- Partner with the Applied Technology, and Math/ Computer Science departments to develop a C++ object-oriented programming course.
- Institute a formal “Extra Hour (X- Hour)” for engineering students.
- Partner with Applied Technology Department (Architecture) to investigate the possibility of integration with the technical auto CAD course and Engineering I.
- Establish strong professional relationships with articulation institutions.

## Business/Math/Science/Technology in Review

Throughout the planning process, and through department and division discussions, these common themes have emerged:

*Technology:* The need to upgrade all types of technology tools, hardware, and software was the number one action item listed by all departments within this division. The viability of programs in this division is dependent upon technology. The requirement for additional server space was also identified by faculty for web page development, program delivery and storage, and for student use. More importantly, an effective technology renewal plan is essential for the maintenance and growth of these programs.

*Equipment:* The replacement of outdated scientific equipment in the Biology Department and in the Science and Engineering Department is a critical need. These departments are taking a proactive stance by pursuing external funding. Of greater significance is the lack of appropriate and modern laboratory facilities, which needs to be addressed in the Facility Master Plan.

*Curriculum/Program Revisions:* All departments are engaged in course and/or program revision. Collaboration between departments to develop new courses that can service multiple degree programs and eliminate course duplication is being considered. Technical certifications are being incorporated into degree programs to add value to the AAS degrees. The ideas of a paid student internship, and possible transfer to a four year academic institution for all AAS degrees are also being explored. New degrees and degree options are being generated from the Biology, Applied Technology, and Accounting and Office Technologies Departments. Creative scheduling and distance learning courses are being added to programs to meet the needs of a diverse student population.

*Faculty/Staff Development:* Excellence in teaching and technology training were requested by most departments. A Center for Teaching and Learning which addresses pedagogy and technology would solve this need and maintain a vibrant and motivated faculty. The call for an improved mentoring program for new faculty and staff plus all adjuncts was cited by every department to maintain course and program standards. Departments offering AAS degrees would like to implement a faculty corporate internship program or support a visiting professor to augment their programs.

*Student Support:* All departments identified the growing need for student support to help retention efforts. It is interesting that all departments have supported student club activities as a method to increase retention and foster a sense of community. In addition each department has developed its own version of a student lounge or study area. These areas, such as the math resource room,

chemistry lounge, or BATCAVERN have been so successful in student remediation and retention that there is an increased demand for space and resources.

*Facilities:* The Biology Department and the Science and Engineering Department need new laboratories. All departments are lacking sufficient office space for faculty and adjuncts. More space is needed to accommodate student retention efforts. As the college enrollment increases, the classroom space for the service departments becomes strained. The facilities planners need to have conversations with each department to determine specific space requirements for expansion.

*Collaboration:* The most prominent feature of this program review was the collaboration demonstrated between departments, divisions, noncredit, and industry. Departments realize that in these problematic economic times, pooling resources, developing college-wide efficient strategies, teaming on projects, and sharing resources and facilities will improve their ability to complete their action items. This increased sense of community interaction and united effort brings a spirit of excitement to the campus.

This Academic Master Plan empowers the departments to fashion their own vocation. The purpose of these division action plans is to support the Academic Affairs goals to help our students “enhance their intellectual growth”, to “develop and enhance occupational knowledge and skills that meet the dynamic requirements of business” and the “further their opportunities for transfer to four-year colleges and universities”. The execution of this Academic Master Plan will catapult The Business, Math, Science and Technology division to be recognized as part of “the best college in the SUNY System, the college of choice for all Orange County Citizens”.

# *Division Directions: Health Professions*

## **Introduction**

It is the aspiration of the Health Professions at SUNY Orange to become the premier regional center for health care education within the Hudson Valley. In order to achieve this goal, the Health Professions division is committed to providing state of the art programs through professional development, program review, and maintaining a standard of excellence in teaching and learning. Consequently, departments within this division are looking to the college for a commitment in upgrading equipment and technology, and providing opportunity for professional development.

The Health Professions at Orange County Community College include the following departments: Dental Hygiene; Diagnostic Imaging; Laboratory Technology; Movement Sciences; Nursing; Occupational Therapy Assistant; and Physical Therapist Assistant/Massage Therapy.

Degree and credit certificate programs within these departments include: Dental Hygiene, Exercise Studies, Massage Therapy, Medical Laboratory Technology, Nursing, Occupational Therapy Assistant, Phlebotomy, Physical Therapist Assistant, and Radiologic Technology. In addition, department chairs are currently investigating continuing education opportunities by offering CEU's and/or non-credit training to professionals in the Health Professions field through CAPE. Such opportunities are currently being offered by Movement Sciences and Dental Hygiene while other departments have presented similar requests within their planning goals.

While the AAS Degree is designed with employment in mind after graduation, there are transfer opportunities available to students within the Health Professions. Transfer articulation currently in place, or pending, with four-year colleges include: Pace University, Dominican College, Mercy College, SUNY New Paltz, Northeastern University, Manhattan College, College of Misericordia, and East Stroudsburg University, Pennsylvania College of Technology/Penn State University, St. Barnabas Medical Center (Radiation Therapy), and Syracuse University.

The following planning goals are representative of the collaborative vision of the SUNY Orange Health Professions in addressing the needs of the students, as well as the community, within our division as we journey into the 21<sup>st</sup> century.

## **Department of Dental Hygiene**

The Dental Hygiene program, an AAS degree, prepares students for licensing by the State Board of Dentistry of New York State to practice dental hygiene. Career opportunities are available in private solo and group practices, hospitals and other health service agencies, public schools and other institutions. Traditional and advanced functions in oral health including local infiltration anesthesia and

nitrous oxide administration are taught to clinical proficiency. This program is accredited by the Commission on Dental Accreditation of the American Dental Association.

The Dental Hygiene program has experienced full enrollment and waiting lists for the past decade. The addition of nitrous oxide and local filtration anesthesia administration has started the program's path in meeting the current changes in the professional community as well as the state Dental Practice Act. Like many of our programs, however, it suffers from outdated equipment and weak and limited technology as well as limited professional staff development. In order to bring this program up to date, the following goals have been established:

### **Objectives**

- Replace 20 year old dental units with those that have digital capabilities.
- Replace large equipment such as sterilizers.
- Computerize record keeping system for the clinic.
- Computerize clinical evaluation system.
- Update all department hardware and software.
- Incorporate smart classrooms and update educational media resources.
- Provide computer training for the faculty/staff.
- Promote professional Development for faculty (CEU/Licensure).
- Develop CEU initiatives for the professional community and provide support services for the faculty to participate.
- Explore additional offerings in Newburgh.
- Create a community based Health Clinic in affiliation with a dental school or residency.
- Respond to political changes in the Dental Hygiene professional arena.

## **Department of Diagnostic Imaging**

The Radiologic Technology Program, an AAS degree, seeks to provide each student educational activities to develop the necessary critical thinking, technical, and interpersonal skills of a diagnostic radiographer. Professional development is enriched through didactic, laboratory and clinical patient care experiences. Graduates of this program are eligible to apply for New York State licensure and the examination of the American Registry of Radiologic Technologists for Certification as a Registered Technologist. The program is accredited by the Joint Review Committee on Education in Radiologic Technology in cooperation with the New York State Department of Health.

The Radiologic Technology Program has experienced full enrollment for the past decade. It has been estimated that there are 10 students applying for each of the 24 seats currently offered by the program. Meanwhile, the equipment needed for this program is outdated. The space needed to adequately support the current

enrollment is also insufficient. A replacement and expansion plan needs to be considered for new x-ray equipment if the viability of the program is to be maintained.

### **Objectives**

- Increase program enrollment numbers from 24 students to 36 students.
- Add of one full-time faculty member.
- Provide more classroom and clinical space.
- Increase secretarial support.
- Upgrade current technology and add additional smart classrooms.
- Replace x-ray equipment as well as non-operational equipment with state of the art, digital equipment.
- Expand course offerings in Radiologic Technology to include (but not limited to) Introduction to the Health Professions, JCAHO Standards & CDC Guidelines for the Health Profession, Cross-sectional Anatomy & Physiology, EKG course, Pharmacology for the Health Professions, and CT and MRI courses.
- Investigate, design, and implement a Diagnostic Medical Sonography certificate program.
- Investigate, design and implement a Nuclear Medicine certificate program.
- Investigate possible articulation and partnering with CAPE.

## **Department of Laboratory Technology**

The Medical Laboratory Technology (MLT) program, an AAS degree, prepares students for work as medical laboratory technicians in hospital laboratories, medical research centers and veterinary laboratories. Students completing the program are also employed by the chemical, cosmetic, and food industries as laboratory technicians. This program is accredited by the National Agency for Clinical Laboratory Sciences (NAACLS). Students are eligible to sit for the National Certification Exam upon completion of this degree program.

The Industrial Laboratory Technology (ILT) program, an AAS degree, prepares students to work as Industrial Lab Technicians in areas such as the food industry, cosmetics industry and in pharmaceutical companies. They perform such duties as quality control on products to insure standards of quality and performance. The Industrial Lab Technician is also involved with product development and product safety.

The Phlebotomy program is a 7-credit, 210-hour, 16-week course providing training in drawing and handling blood samples for laboratory testing in hospitals, doctors' offices, and large service laboratories. Emphasis is on approved methods and safety, medical terminology, anatomy, and laboratory procedures. This program is accredited through the National Agency for

Clinical Laboratory Sciences (NAACLS). Students are eligible to sit for the National Certification Examination upon successful completion of this course.

As a recommendation of the recent accreditation process, the Laboratory Technology Department is currently in the process of revising and updating the MLT program. As a result, it is looking at updating most of this program in order to make it more current. As NYS licensure becomes mandated in 2006, and as a service program for forensics and other partnerships, MLT holds much promise for the future. Like most of the programs within the Health Professions, this one has been strapped with outdated equipment and insufficient technology. As this program is updated, lab space will be modernized and re-designed to support the course work and clinical requirements.

The Industrial Lab Tech (ILT) program was designed for students who would be working with products in the laboratory technologies field. Thought as a viable degree path option, the ILT program has shown limited enrollment since its inception. With departmental concentration on the MLT program, and with a very low enrollment history, it is in the best interest of the college to focus on the MLT program rather than invest in the building of the Industrial Lab Tech Program.

The Phlebotomy certificate program is currently experiencing an overwhelming response with students waiting for a seat. Each semester there are over 100 students who have shown an interest in Phlebotomy. To support this interest, new clinical sites must be investigated, as well as considering distance education and offering the program in Newburgh. The limiting factor is the total number of clinical seats and the number of seats available at each site. This is dictated by the clinical sites and is always subject to change on short notice.

## **Objectives**

- Update Medical Laboratory Technician program in order to maintain accreditation standards.
- Modernize laboratory equipment and update technology.
- Create an Assessment Plan as outlined by the accreditation site team.
- Revisit course offerings within the program (include psychomotor objectives, re-consider 2 tech writing courses, add a lab component to Serology, re-consider Fundamentals of Medical Physiology I and II, and, look into a Seminar course for technical training).
- Investigate more clinical sites and look at including clinical training for majors. Implement new scheduling patterns need to be implemented to allow for more hours.
- Add a full-time faculty to teach Phlebotomy, MLT, and Microbiology for the Health Professions and help with the clinical training.
- Obtain re-accreditation in Phlebotomy.
- Deactivate the Industrial Lab Tech program.

- Renovate the Electron Microscopy Suite to better meet the needs of the Laboratory Technology Department.
- Increase the number of Microbiology classes for the Health Professions (especially Nursing & Dental Hygiene).
- Assess the current Phlebotomy certificate program in terms of restructuring to allow for growth in clinical areas, potential stipends or facilities, and create block scheduling, and a new screening process for the acceptance of students into the program.
- Increase the enrollment in the Phlebotomy program pending clinical availability.
- Offer Phlebotomy in Newburgh.
- Establish partnership with Mercy College and our own Criminal Justice Department in creating a Forensic Science Program.
- Offer non-credit CEU's and professional development through CAPE.
- Offer courses through distance education.
- Investigate a fast-track scheduling potential for the Med Lab Tech program.

## **Department of Movement Science**

The Movement Sciences Department provides physical education courses to the entire student body. It also offers either an AA Degree or an AS Degree in Liberal Arts, with core courses in physical education theory and physical activity, to those students wishing to transfer to a four-year college in physical education. For students wishing to major in the non-teaching aspects of physical education, the department offers the AS Degree in Exercise Studies. This degree was designed for students who wish to transfer in the areas of: Exercise Physiology, Athletic Training, Fitness Assessment, Sports Medicine, Exercise Prescription and/or Human Performance.

The movement science department over the past several years has moved in the direction of fitness and wellness in an attempt to meet the needs of a larger segment of the student population. While sport skill is still a major part of physical education, 99000 activity classes have reflected more emphasis on: spinning, weight training, stretching for wellness, walking for wellness, fitness swimming, etc. The department also provides the Concepts of Wellness course as a required part of the two-credit degree requirement in physical education. This course emphasizes the theory of wellness and its value to individual health. The Human Performance Laboratory has become a vital part of fitness and wellness assessments as well as exercise prescriptions for the future.

### **Objectives**

- Investigate accreditation for Exercise Studies degree program.
- Upgrade CPR manikins, Human performance Lab equipment, and exercise equipment.
- Implement the grading of physical education 99000 courses as passed by the Curriculum Committee several years ago.

- Provide a hands on practicum opportunity for all of our majors.
- Investigate new avenues for facilities usage, such as Kid Fit (after school fitness for kids, Weekend Workouts, and Colts Kids Club (sports skills/clinics for kids).
- Offer more theory courses through distance learning.
- Discontinue the degree program in: Leisure Services Management, Outdoor Education and Therapeutic Recreation.
- Expand offerings in Newburgh, including Physical activities courses, Concepts of Physical Wellness course offerings and Wellness initiatives for faculty, staff, and students.
- Introduce new courses, including Applied Nutrition, Care & Prevention of Athletic Injury (and establish an articulation in the area of Athletic Training with four-year colleges), Classroom Planning/Implementation.
- Offer the New York State Coaching Certificate, using distance learning for some courses will be through distance learning.

## Department of Nursing

The Nursing program, an AAS degree, provides for the development of those competencies expected of registered nurses in general nursing practice at the technical level. Emphasis is on direct patient care in the preparation of women and men for a career in nursing. A variety of teaching methods are employed to integrate the classroom with the clinical experience. Selected community hospitals, health agencies, and community experiences are utilized. Graduates are eligible to take the National Council Licensure Examination (NCLEX) for Registered Professional Nurse (RN). This program is accredited by the National League for Nursing Accrediting Commission.

The Nursing program at the college has been historically an institution unto itself. Although experiencing a slight decline in enrollment during the early 1990's, the current enrollment is healthier than ever. In order to stay current, the Nursing program must upgrade antiquated technology. This upgrade must take place not only with hardware and software for faculty and staff but also with the equipment needed to run a state of the art program, from digital recorded medical information to running a case study on SimMan. As the department takes on more students, we must plan for adequate space, faculty, staff, clinical sites, and equipment in order to adequately meet the needs of these new enrollment numbers. Faculty and support staff is needed to keep current in the field of Nursing and Nursing education.

### Objectives

- Maintain small class sizes and safe clinical ratios.
- Continue upgrading technology, including faculty and staff PC's with related software.
- Two laptops (one for SimMan; one for SimKid), network printer for the department and PC's for the Batcavern.

- Replace of outdated nursing instructional media (for example: videos in the LRC).
- Update nursing methods to deliver better instructional formats to students (for example: web site; batcavern; LRC).
- Create a nursing computer lab with 32 computers.
- Create new instructional recordings.
- Utilize current computer technologies to enhance student learning.
- Replace outdated instructional equipment.
- Increased technical lab assistant support from 36 hrs per week to 60 hrs per week (to include evening & weekend hrs).
- Investigate potential for much needed storage space.
- Improve transferability of current core nursing courses.
- Continue investigating partnerships involving electronic record keeping (for example: Cerner Project).
- Increase support for the evening nursing program, by providing additional technical support and required lab space, secretarial support, additional faculty and College support (LRC, security, campus nurse, etc.).
- Implement an LPN to RN program that could be completed in 18 months by offering Nursing II in the summer and Nursing IV during the fall, and by providing additional lab space for the fall, additional nursing faculty and office space, furniture and PC's or laptops.
- Obtain more space on the Middletown campus in BioTech for the development of Nursing Laboratories.
- Investigate the expansion of distance education for nursing students.
- Investigate non-credit offerings through CAPE.

## **Department of Occupational Therapy Assistant**

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 an 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 is at an all time high with 26 students in the 2<sup>nd</sup> year and 28 students in the 1<sup>st</sup> year. The job market looks encouraging as there appears to be a 38-40% increase in the demand for OTAs over the next 10 years. As enrollment increases, the need for fieldwork sites as well the need to coordinate fieldwork placement and advising increases.

## Objectives

- Increase the position of OTA Fieldwork Coordinator to full-time from the current 3/5ths position.
- Upgrade the computer technology within the OTA lab to enable students to experience state-of-the-art therapeutic programs that is an essential aspect of occupational therapy services.
- Maintain faculty and staff PC hardware and software.
- Investigate a Speech Pathology partnership between OTA and SUNY New Paltz.
- Develop a regional center for OT continuing and professional education in conjunction with CAPE.
- Open OTA lab to the community with “Community Connections” and by establishing the OTA “Problem Solvers” Network.
- Offer an advanced certificate in Assistive Technology in conjunction with CAPE.
- Develop an Introduction to the Health Professions survey course in collaboration with the Health Professions.
- Collaborate with Early Childhood and Architecture programs to enhance a co-teaching concept related to pre-school education and environmental modifications.
- Investigate offering distance education courses.
- Continue potential partnership with the OTA program at SUNY Rockland.

## Department of Physical Therapy Assistant/Massage Therapy

The physical therapist assistant, an AAS degree, works with and under the direction of the physical therapist in a variety of health care settings, including hospitals, private offices, rehabilitation centers, nursing homes, schools, fitness centers, and home care settings. A patient care program is planned by the physical therapist and may be carried out jointly with the physical therapist assistant. This degree program is accredited by the Commission on Accreditation in Physical Therapy Education.

The massage therapy program, an AAS degree, involves work primarily in a private practice setting. In addition to this setting, massage therapists may also work in hospitals, nursing homes, clinics, client’s homes, spas, health clubs, corporate fitness centers, sports team settings, hotels and cruise lines. Massage therapists apply manual techniques and additional modalities to positively affect the health and well-being of their clients. This program is not accredited at this time but does satisfy the requirements allowing the graduates to sit for the national licensure exam and the NYS licensure exam in Massage Therapy.

The main concern with the PTA program is in the area of retention and recruitment of students. With three PTA programs closing within our area the pool of students should be better within the next several years. The key issue here is in marketing our current program. A screening process for incoming

students would appear to help the retention issues. The upgrading of technology has been another issue within this program as well as within most of the health professions.

The Massage Therapy profession has been discussing a degree program requirement for people working in the field. As a new program, Massage Therapy will be assessed in relation to the profession's direction in terms of degree requirements, as well as the number of Massage Therapists being certified within our geographic area.

### Objectives

- Upgrade technology by supplying new computers and smart boards.
- Enhance recruiting and retention initiatives within the PTA and MT programs.
- Offer more courses online or as hybrids.
- Investigate the viability of the Massage Therapy AAS Degree.
- Initiate continuing education offering through CAPE.
- Develop advanced competency certificates.



## Health Professions in Review

The themes within the planning process for the health professions appear to be in the following areas:

- *Equipment and Supplies:* The replacement of outdated equipment is necessary to the day-to-day operations of these departments in order to meet the needs of the students and the profession.
- *Technology:* There is a severe need to upgrade the technology at all levels within all programs, whether it be PCs or smart classrooms. This need is not only to bring programs up to an “adequate” level, but also to design a plan to continuously upgrade departmental technology.

Distance Education in terms of distance learning, web enhancement and hybrid opportunities must be investigated more by the health professions area. Potential capabilities in video conferencing also offer a viable solution to space restraints.

- *Student Support:* As the health professions are seriously evaluating admissions criteria, it is also important to investigate other avenues associated with recruitment and retention of students. Advising, tutoring and early detections are avenues that similarly need to be investigated.
- *Space and Facilities:* Space economy and investigation are important considerations as the health professions look to expand, not only through

student enrollment, but also through alternative scheduling. More efficient utilization of current space as well as development of potential new space will become necessary.

- *Faculty and Staff Development:* If we are going to support technology, equipment, space and curriculum upgrades, then faculty/staff development must also become a critical piece of the holistic formula for continued departmental growth within this Division.

*Division Directions:  
Liberal Arts*

## **Introduction**

By offering a wide variety of courses in service to degree programs college wide, and through a number of specific degree and certificate programs, the Division of Liberal Arts works to engage students in the process of critical thinking, promote inquiry and dialogue, energize creativity, and explore the diversity of the world in which we live. Through its rigorous courses and programs, the Division of Liberal Arts provides students with the opportunity to acquire the foundational knowledge necessary for academic advancement as well as the essential skills demanded by today's employers.

The Division of Liberal Arts includes the departments of English and Foreign Languages, Social Sciences, Arts and Communication, Education, and Criminal Justice. In addition to the division's service to degree programs and to meeting the SUNY General Education requirements, specific degree programs are offered in the areas of International Studies, Music, Visual Communication, Criminal Justice, Early Childhood Development and Care and the Jointly Registered Teacher Education Program. The Division's dedicated and experienced faculty utilizes a variety of innovative instructional methods in both the traditional classroom and the online environment. In addition, they are continuously engaged in pursuing new academic initiatives and professional development activities that benefit the entire Orange County community.

Over the past year, through department and division meetings, Program Review and General Education assessment, on-going course and program analysis, and effective leadership at the department chair level, division members have engaged in discussions centering on plans in support of the college's Academic Master Plan. The following summaries are the result of input and collaboration both within the departments and throughout the division.

### **Department of Arts and Communication**

The Arts and Communication Department includes the disciplines of oral communication, digital media, music, music history, theater, studio art, and art history. In addition to course offerings from these disciplines in service to the college's many degree programs, the department also offers two AAS degrees in Music and Visual Communication. The AAS Music Degree is designed to for those students wishing to enter employment in a field connected with music. The degree offers three emphasis areas in: Music, Music Business, and Jazz/Commercial. The AAS Degree in Visual Communication provides the student with an understanding of all aspects of visual communication and graphic design. The Department also provides specific courses designed to meet General Education requirements in Communication:Oral, the Arts, and the Humanities. Responsible for the maintenance and operation of numerous technical facilities, the Department houses the Orange Hall Theater, a video production facility, numerous art and music rooms, and a computer graphics lab. Additionally, through its many performance efforts in theater, music and art, the

Department is the primary academic contributor to cultural programming at the college and within the community.

While recent program reviews for both AAS degree programs were commended by Peter Salins, Chief Academic Officer for SUNY, analysis by external reviewers pointed to some important concerns. As a result, both AAS degree programs are currently undergoing substantial changes that address such issues as retention, technical facilities, enrollment, and curriculum. Additionally, the Department as a whole is attempting to address perennial issues such as lack of adequate space, maintaining current facilities, securing resources to upgrade facilities, lack of full time faculty in specific disciplines, marketing of events and programs, and the need to continue to provide curriculum and cultural offerings that meet the needs of students and the community.

### **Objectives**

- Insure that assessment results are evaluated and implemented. Results need to be tied to increasing retention and enrollment.
- Enhance and maintain equipment in Orange Hall Theater, video production facility, music facilities, and computer graphics lab. Support these facilities through the hiring of technical support. Continue to offer support to the college and the community by providing technical expertise and facilities (theater, video production, music ensembles).
- To further increase retention and enrollment, establish scholarships for department disciplines, increase internship possibilities, enhance transfer options and establish effective advisory boards for AAS degrees.
- Provide an in-house vocational opportunity for music and media students through the development of an Internet radio station while supplementing digital audio opportunities for all students through the development of audio production curricula.
- Continue to develop and provide courses that offer a wide range of knowledge and diversity in the arts and communication areas in support of all college degree programs and the college's General Education requirements. In addition explore the merger of all digital media offerings into one degree program w/options.
- Continue to develop and support cultural programming that relates to academic programs across campus while also serving the community's cultural needs. Effectively market programs and cultural offerings.
- Assess, propose and implement a new AA degree program in Communication.
- Assess, propose and implement a new AA degree program in Theater Arts.
- Continue to work with college community and other academic departments in the design of new arts/technology building that includes a collaborative mixture of classrooms, technical facilities, performance space, a new center for Institutional Technology, technology related programs and Architecture.

### **Department of Criminal Justice**

The Department of Criminal Justice offers an AS degree in Criminal Justice for those students seeking transfer opportunities to a four year institution in the field of criminal justice; an AAS degree in Criminal Justice-Police for those individuals currently employed in law enforcement and for those or wish to seek

employment; and a certificate program in Law Enforcement/Security for those interested in law enforcement or industrial security.

Enrollment in the AS and AAS programs makes these Criminal Justice degree programs two of the largest on campus. With this large number of students serving as a foundation, coupled with the focus placed on law enforcement in the wake of 9/11 and the increasing security concerns fostered by the digital age, the Department of Criminal Justice is positioned, potentially, as an area of dynamic growth and change. It is this potential, as illustrated by the current three campus collaboration (Orange, Rockland and Ulster) in the Hudson Valley Consortium of Community Colleges for Domestic Preparedness, Response and Recovery, as well as the possibilities afforded by such growing fields as forensic science, that will impact the department's programs, course offerings, and faculty in the coming years.

### **Objectives**

- Work intricately with the Hudson Valley Consortium of Community Colleges for Domestic Preparedness, Response and Recovery to undertake a region wide approach to curriculum development and the delivery of course content and training in law enforcement, cyber security, emergency management services and fire services. Phase out current certificate program in favor of new certificate in Cyber Security.
- Develop, in conjunction with the Laboratory Technology program and Mercy College, a forensic science program. As an extension, develop an articulation agreement with Mercy College while exploring the possibility of offering upper level courses from Mercy in forensic science at SUNY Orange.
- Continue to assess needs of Criminal Justice agencies in Orange County to provide credit and non-credit course offerings; and, assist with in-service training provided through the New York State Department of Criminal Justice.
- Assess the department's overall technological needs and bring the department in line with similar programs, including: virtual learning environments, reviewing and upgrading software and department computers, developing a digital media library and Criminal Justice web site.

### **Department of Education**

The newest academic department at the college, the Education Department is also one of the largest, offering a variety of degree options to prospective educators. The department co-sponsors: an AA and AS degree through the Jointly Registered Teacher Education Program designed to provide academic preparation for those students wishing to teach at the pre-kindergarten through sixth grade level, become certified to teach in New York State, and who wish to transfer to SUNY New Paltz; an AAS degree for students seeking employment in a variety of early childhood settings; and certificate programs in Early Childhood Development and Care, and a Teaching Assistant Certificate Program for students wishing to develop career skills in preparation for positions in the early childhood field.

As a new department, program issues have initially focused on a lack of resources – both in terms of faculty, and technology. The department is taxed by the large number of students in relation to full time faculty, the need to develop and implement mandated course requirements, the need to develop non-credit offerings for required certification, the need to effectively manage field sites and student observations, and the ability to deliver course content through the appropriate technology.

### **Objectives**

- Apply results of AY 2005-6 program assessment to planning future growth of department.
- Enhance the technological delivery of courses through the development of smart classrooms, teleconferencing, and wireless laptop technology for faculty. In conjunction, further develop a media resource facility for students and faculty.
- Continue curriculum development by creating 7-12 JRTEP concentration sequences in conjunction with Biology, English, History, Math, Spanish and other disciplines; add 71107 as required in all JRTEP concentrations while also creating a non-credit option; create a new course in Foundations of Education.
- Develop plans for Lab School in Newburgh. Work with other departments to develop collaborative approach to planning of lab school facilities and utilization.
- Explore concurrent enrollment w/ Mt. St. Mary (and other colleges) for students pursuing teaching careers. Also survey county school districts' professional groups for recruitment.

### **Department of English and Foreign Languages**

As the largest department on campus, the efforts of the Department of English and Foreign Languages are integrated within all academic areas. Through courses in Freshman English, Literature, Creative Writing, Foreign Languages, Philosophy, Religion and Ethics, the department serves in support of all degree programs including the AA Liberal Arts Degree. Additionally, department course offerings support the General Education program in the areas of Communication: Written, the Humanities, and the Arts. The Department Of English and Foreign Languages also supports and oversees a major portion of the college's developmental education program, including: Developmental Writing and Reading courses, the Developmental Writing Centers, and the Developmental Reading Labs. The department sponsors the award Writing Consultancy Project and Technical Writing Lab, while also creating curricula and working collaboratively in the development of the English-as-a-Second Language Program. In addition, the department oversees the training and evaluation of faculty teaching courses in English and Foreign languages through the Community College in the High School program.

As a result of the wide range of responsibilities outlined above, planning issues within the department consistently center on the need for additional full time faculty members, effectively training and evaluating a large number of adjuncts,

collaboration with other departments, professional and curriculum development, technological resources, and adequate administrative oversight.

## Objectives

- Expand and enhance the technological base of the department, including:
  - Supporting faculty with individual computers.
  - Designating specific classrooms as Smart classrooms.
  - Infusing appropriate technology and software into courses, Writing Centers, and Reading Labs. Relocate Reading Lab to a distinct, larger area - or by enlarging current space.
  - Upgrading the Technical Writing Lab.
- Collaboratively work to develop:
  - Curricula, materials, facilities and funding for expanded ESL program; develop/serve on curriculum advisory board for formal ESL Institute.
  - Experimental “paired courses” (i.e. Freshman English and General Psychology) and new learning modalities such as learning communities and team teaching.
  - Block scheduling for developmental courses. Explore feasibility of Fall/Spring Developmental Institute.
  - Cross-discipline activities to improve students’ key college reading, writing, critical thinking & computer literacy skills. Additionally assess need for interdisciplinary Foreign Language activities and partnerships.
  - Activities similar to Nursing & Writing Project in both the interdisciplinary and workplace arenas.
  - Cultural programming that directly relates to academic programs.
- Continue to support academic programs through the appropriate number of full time faculty (as determined by sustained enrollment and demographic changes) in each discipline, and by offering the appropriate number of course offerings, sections and service labs. Specifically, with regard to course offerings and curricula:
  - Field test department finals in 11040, 11101, all levels of Spanish & French at college and CCHS sites.
  - Increase number of FT faculty teaching day sections of English, Reading, Foreign Languages & Philosophy/Religion/Ethics in concert w/continued pattern of enrollment.
  - Evaluate outcomes in English & Foreign Languages CCHS courses.
  - Broaden criteria for placement into 11101 w/support module. Expand number of sections of 11101 w/ support modules accordingly.
  - Insure quality of, and access to, Gen Ed courses. Complete Gen Ed assessments and evaluate and implement feasible changes.
  - Develop & implement new ESL Reading courses & 2<sup>nd</sup> level, credit ESL writing.
  - Plan for Writing Consultancy Project and other English Department. needs in Newburgh.
  - Continue to offer courses for broad range of knowledge in artistic, cultural & diversity areas. Develop Literature: Time & Place (1 credit) travel course.

- Increase opportunities for seamless transfer for AA liberal arts students and track success after transfer.
- Expand and improve professional workplace documentation skills of students and graduates (Writing Consultancy Project).
- Continue to effectively administer the department and insure opportunity for professional development and training by:
  - Converting current one year Special Assistant to the Chair to permanent Assistant Chair status.
  - Developing CCHS faculty training program through Blackboard as prototype for possible broader training initiatives.
  - Maintaining and supporting excellence in teaching/learning via appropriate staffing and training. Continue to seek grants in support of these and other department activities, while enhancing professional development funding and training.
  - Assessing the need for additional Foreign Language offerings, 200 level English courses, and Philosophy/Religion.
  - Reassessing current Writing Center and Reading Lab staffing for potential expansion of service hours and loading/salary. Enhance coordination of instruction and support for developmental reading offerings to increase retention.

## **Department of Social Sciences**

The Department of Social Sciences incorporates a wide area of academic disciplines that includes: Psychology, History, Sociology, Economics, Political Science, Anthropology, and Archeology. In addition to offering courses within these disciplines in service to degree programs campus wide, the department supports General Education requirements in American History, Western Civilization, Other/World Civilizations and Social Sciences. The department also offers an AA degree in International Studies. Designed to provide students with an understanding of both the commonalities and diversity of human experiences, values and opinions, the International Studies program prepares students for further education in International Studies at the upper-division college level.

In many respects, it is the revitalization of the International Studies program, and the collaborative efforts that can stem from the its program mission, degree offerings, and the proposed Gilman Center for International Education, that will present numerous challenges to the department in the coming years. In addition, the loss of full time faculty lines over the years is also challenging the department's ability to not only offer course diversity to general degree programs, but to provide the International Studies program with the varied course content it requires to effectively achieve its mission.

### **Objectives**

- Address department's technology needs, including laptops for faculty, the addition of two smart classrooms, and Blackboard training for faculty.

- Reappoint the Coordinator of the International Studies program and work to revive the program by developing travel and study abroad programs, faculty exchanges, speaker programs, articulation agreements, and collaborative efforts w/ other departments to coordinate plans, course offerings and cultural activities. Promote and market the program while seeking grants in support of faculty and program initiatives.
- Upgrade current classrooms and faculty office space used by department.
- Review full time faculty positions lost to retirement (5) and assess impact on department's ability to offer course diversity. Reinstate full time faculty positions as determined.
- Work with the Office of the President and Vice President for Institutional Advancement towards the creation of the Gilman Center for International Education.
- Introduce a new degree program in Human Services.
- Explore the concept of a local history center for Newburgh.

## Liberal Arts in Review

Throughout the planning process, and through department and division wide discussions, common themes have been consistently evident:

- *Technology:* All areas within the division suffer from a lack of appropriate technology. Whether it is in the basic area of making computers available to faculty, or in the desire to proliferate smart classroom technology, division faculty are in need of the tools required to effectively deliver course content. In addition, planning efforts need to be undertaken to insure an effective maintenance and replacement schedule for all academic technology (computer based and non-computer).
- *Collaboration:* Departments within the division recognize the continued need to work collaboratively across disciplines. As these efforts grow, however, so will the need to effectively plan resources in support of these initiatives. Successful collaboration will not only present new opportunities for our students, but will serve to strengthen programs and course offerings within the division.
- *Curriculum:* All departments are attempting to aggressively pursue enhanced opportunities within the classroom. From restructuring and revising existing programs, expanding distance learning opportunities, to pursuing new course and program initiatives, departments are attempting to meet the academic and workplace demands of a new century. These efforts, when coupled with effective assessment, offer the possibility of positioning the division to more effectively attract new students, retain current students, and insure that our students are prepared for the challenges they will face in the future. However, unless such efforts move

appropriately through the planning process and insure the application of assessment outcomes, their effectiveness will be minimized.

- *Faculty and Staff Support:* Undoubtedly, this is the most challenging of concerns expressed through the planning process. All areas within the division cite the need to effectively plan for more full time faculty. Programs, courses and initiatives become difficult to develop, revise, and even maintain without the availability of full time faculty. Additionally, a number of areas are in need of technical and administrative support within their departments. When faculty and administrators are required to direct their efforts towards functions best performed by qualified staff, course consistency, curricula work, planning, and collaborative efforts needed to advance a program or a department's initiatives can suffer.
- *Physical Space:* As programs, technical requirements, and course options continue to expand, the division's physical space is becoming increasingly taxed. Equally as important, the current conditions in some classrooms and offices do not allow for effective instruction to take place. As the facilities planning process moves forward, it is imperative that consultation with departments take place to address both short and long needs.

# *On The Horizon*

## *Campus-wide & External Initiatives:*

A variety of college-wide departments and programs beyond the three academic divisions are providing support for the Academic Master Plan. Highlighted below are important initiatives happening throughout the campus. Additionally, the Hudson Valley Consortium, an interdisciplinary effort with three community colleges in the region is described. This exciting project allows for collaboration with external partners and is one example of a creative approach that optimizes the talents and resources of multiple campuses.

### **Academic Services, Records, and Registration**

The Academic Services, Records, and Registration Department is responsible for projecting the type and number of sections needed within a Department, developing the credit course bulletin, monitoring loads of contractual faculty, processing registration, responding to requests for registration statistics, maintaining student files, scheduling final exams, processing final grades, certifying graduation applications, evaluating transfer credits, handling transfer requests, and verifying enrollment.

SUNY Orange Academic Services, Records, and Registration Department's primary mission is to provide high quality academic and administrative information services in an efficient, effective, and professional manner to students, faculty, administration, staff, alumni, and the community. The primary goals are to maintain the integrity of students' academic histories; provide efficient enrollment management processes in conjunction with other areas; provide accurate academic record maintenance and reporting; ensure sound data management services for students, faculty, administration, and staff; provide outstanding service which values diversity and individuality; and ensure continuous improvement of all processes and procedures through a comprehensive and on-going service assessment plan.

One of the issues that will need to be addressed in meeting the Department's goals and objectives is ensuring that the transition to Banner incorporates the vision for the college rather than adhering to the status quo. Technology advancements must be properly funded and the allocation of management's time must be evaluated to allow for planning time. The Departments will need to address staff response to change and the unfamiliarity with comprehensive assessments of services. The following objectives are the focus for the Academic Services, Records, and Registration Department:

## Objectives

- Improve services through technology and cross-training of staff.
- Streamline procedures and processes.
- Develop a new data management system.
- Provide staff development opportunities.
- Develop a comprehensive assessment plan of all services.

## Assessment

Assessment determines how well performance matches the expectations and standards for learning quality by systematically gathering evidence, analyzing and interpreting the evidence, and using the findings to document, explain, and improve performance of courses, programs, and services. The Assessment Coordinator provides college-wide leadership in developing and facilitating a systematic assessment process that includes the collection, analysis, reporting, and utilization of educational data to update curriculum, improve instruction, plan initiatives, allocate resources, and develop leadership. Comprehensive and collaborative assessment will enhance the college's culture of evidence and assist administrators, faculty, and staff in data-driven decision-making at all levels of the college.

The goals and objectives of college-wide assessment initiatives will support the principles of assessment set forth by the Middle States Commission on Higher Education. The Assessment Coordinator works collaboratively with faculty, staff, and students to establish and promote a culture of assessment that recognizes the history of assessment efforts at the college. Assessment initiatives are guided by clear and measurable student learning outcomes that employ multiple methods of assessment. Meaningful data yielded from assessment initiatives will be utilized to enhance student learning as well as support planning and budgeting efforts of the institution.

Assessment initiatives have historically struggled to gain support, to be comprehensive, and to promote improvement. Additionally, information collection efforts have been challenged because of numerous limitations with the college's technology infrastructure and database management system. As the college invests \$4 million to transition to Banner, student and administration technology assessment initiatives will benefit greatly. The following objectives are the focus of Assessment:

## Objectives

- Develop and implement a systematic assessment process that is both meaningful and manageable for reviewing student learning outcomes and programs for comprehensive and continuous programmatic improvement.
- Consult with and provide support to faculty and staff in planning, conducting, and maintaining college/department/unit assessment activities.

- Create and provide specific activities and resources to support programmatic assessments including the design and maintenance of an assessment webpage as well as a series of workshops for faculty and staff to build their capacity to plan and implement all the steps of a program review.
- Collaborate with Institutional Research, PBIE Committee, and other stakeholders in identifying college-wide key performance indicators and ensure that the indicators align with Strategic Plans, Master Plans, and the implementation of Banner.
- Collaborate with the Assessment Advisory Committee to fulfill assessment mandates as well as to provide structure, accountability, and support of college-wide assessment initiatives.

## **Continuing Adult and Professional Education**

### **Introduction**

The Division of Continuing Adult and Professional Education (CAPE) provides a diverse range of courses, programs, and workshops designed to address business training, professional and personal development and community enrichment needs in Orange County. There are four Departments or Centers within the Division. The Center for Business Training and Professional Development offers customized training programs for businesses and public sector organizations, as well as classes and workshops open to the general public. The Department of Workforce Development provides programs and courses focused on skills necessary to succeed in the workplace. The Community Enrichment Department provides a wide array of recreational, vocational, personal enrichment and remedial programs for the community, as well as programs for youth. The department of Driving Programs/Alcohol Education offers Defensive Driving and Pre-Licensing programs in addition to Credentialed Alcoholism and Substance Abuse Counselor Training (CASAC). The department also offers The Drinking Driver Program in cooperation with the New York State Department of Motor Vehicles. The following objectives are the focus of CAPE:

### **Objectives:**

- Commit more time and resources to programs and courses that generate greater revenue potential to the college.
- Upgrade technology and create state-of-the-art training rooms for CAPE offerings and clientele.
- Work with Institutional Advancement to create and implement a marketing plan that targets the CAPE customer(s).
- Collaborate with credit Departments to create and to deliver new noncredit courses and certificate programs. Create a credit/non-credit revenue split to further support these efforts.

## Honors Program

The Orange County Community College Honors Program offers exceptional students increased opportunities for personal growth in the areas of interdisciplinary academic inquiry, cultural awareness, community responsibility, and transformational leadership. The program is integral to the college's mission to serve all members of the community.

Some challenges faced by the Honors Program include: an inability to move beyond traditional academic offerings (classes) for reasons which include budgetary constraints; lack of recognition of the program's merit within and especially outside the college community; already strained resources (especially faculty) of contributing departments; increased numbers of under-prepared students entering college; inadequate facilities, including technology; difficulty gaining access to information and names for recruiting and retention (internally and externally). The following objectives are the focus for the Honors Program:

### Objectives

- Improve and increase educational opportunities for said students by: increasing the number and types of courses offered and clearly defining Honors curriculum and course enhancements; offering opportunities for non-classroom/experiential learning; and expanding into other academic disciplines as Business, Sciences Allied Health and other career programs.
- Broaden students' cultural perspectives and civic responsibility and provide social options by: providing opportunities for cultural and leadership experiences (on and off the campus; developing a sense of community with the students and faculty participants; and collaborating with various (internal and external) communities.
- Improve visibility and appeal both on and off campus through: increasing awareness of the program with the college and local high schools; facilitating transfer to tier one institutions and their Honors programs; and offering scholarship opportunities for incoming and graduating students.
- Develop an Honors Center, a centralized learning and social community, by: establishing and maintaining dedicated seminar-style smart classrooms; furnishing and expanding the student study area and lounge; providing and maintaining technology consistent with programmatic needs of students within classrooms, faculty office and study areas; adding resource centers, library, faculty offices, as needed.
- Offer professional development opportunities for faculty.
- Secure alternative sources of funding through fundraising and grant writing.
- Increase size of program (student and faculty participants) through recruiting internally and externally; enhancing retention; providing student scholarships; and recognizing and promoting faculty and students.
- Ensure adequate staffing in terms of faculty, advisors, support staff, etc.
- Assess program regularly and tie outcomes to future planning.

## **Instructional Technology**

The primary focus of Distance Learning at SUNY Orange is to work towards accreditation by SUNY & Middle States for all programs offering online degrees. This effort is tied closely to the Banner project and can be seen as pre and post Banner implementation. Pre-implementation will consist of: developing policies and procedures that are in alignment with The College's Mission and Strategic Plan, as well as the Academic Master Plan and working with the online community and other interested parties to determine the preferred learning content management system for the College Community. Post-implementation will include the proliferation of online courses to all interested parties through marketing efforts for each department. The following objectives are the focus for Instructional Technology:

### **Objectives**

- Provide second tier help desk support for both students and instructors.
- Deliver training programs to assist as many instructors that want to work within the online environment.
- Assist instructors as needed to develop their content into effective online courses using current instructional design practices.
- Document, research and evaluate online systems.
- Collaborate with the Coordinator of Assessment, Associate Vice Presidents of Academic Affairs and Department Chairs to develop assessment techniques/ requirements for online courses.

## **Center for Teaching and Learning**

The Center for Teaching and Learning (CTL) is in the early conception stage. The purpose or intent of the CTL is to provide a systematic and comprehensive approach to the delivery of professional development college-wide. As the College engages in the principles of a learning centered organization staff development becomes an important cornerstone. A cross-functional task force has been assigned to create a mission for the CTL, to consider a menu of program offerings and to propose an organizational structure. The CTL will serve as a valuable resource for faculty and others particularly in the areas of pedagogy and instructional technology.

## **Learning Assistance Services**

Learning Assistance Services offers students academic support services to facilitate development of learning skills necessary for achieving academic goals. The Tutorial Program is designed to help students to maximize their learning potential through study skills development and course content mastery. The Developmental Education Program provides specialized support and monitoring of progress for students who have placed into two or more developmental education courses. Learning Assistance Services programs are designed to enhance student persistence through offerings that foster social and academic

integration. Through collaboration with divisions of the college, Learning Assistance Services contributes to ease of access and transition for students along a continuum from pre-registration to achievement of academic goals. The following objectives are the focus for Learning Assistance Services:

### **Objectives**

- To enhance early integration of students in the developmental education program through further development of our Planning for Success outreach in collaboration with the English and Math Departments and Student Development.
- To meet with Academic Department Chairs to discuss ways of enhancing tutorial services for their individual departments.
- To collaborate with academic departments and Instructional Technology on researching and implementing software for student use in the areas of study skills and course content areas.
- To explore opportunities for providing learning assistance services as part of emerging learning communities in collaboration with academic departments, the LRC and Student Development.

## **Learning Resource Center**

The mission of the Learning Resource Center (LRC) is to provide information services and resources to meet the present and future scholarly and educational needs of the entire college community. In addition, the LRC seeks to assist students in acquiring the information literacy skills sets necessary to be successful learners. The majority of LRC planning issues directly relate to technological changes within the library profession and the need to continue to keep pace with these changes by realigning services, developing staff training programs and engaging in cyclical equipment upgrades and acquisition. The replacement of open staff positions due to retirements is essential for the LRC to change and evolve to meet the challenges of higher enrollments and changing service needs. The following objectives are the focus for the Learning Resource Center:

### **Objectives**

- Improve and enhance services to the College Community by developing a state of the art Information Commons on the first floor of the LRC and expand the IC model to the Newburgh Branch Campus.
- Develop a program for LRC faculty and staff development to train and mentor all new and current LRC staff to acquire technology skills and service behaviors. Provide opportunities for LRC faculty to attend external training programs and conferences.
- Expand the information literacy program to incorporate changes in the delivery of information literacy skills, address core competencies, and work to integrate the program more closely with college departments by including information literacy within the first year experience, course syllabi and curriculum plans.
- Increase opportunities for collaboration by establishing connections with departments and services to partner in LRC activities. Strengthen the outreach efforts of the LRC, for example adding an LRC Advisory Group.

- In association with curricular changes and needs, review, assess and expand the scholarly resources available to serve the college community.
- Work with the Director of Grants to secure funding to advance LRC services to an enhanced level by adding smart classroom training facilities, a hands-on mobile computer lab, and obtain funds to complete the Benjamin Gilman records digitization project.
- Expand technology applications within the LRC to strengthen service delivery and provide additional research support for on-campus and distance learners.
- Strengthen the ongoing cycle of assessment for continuous improvement and review of LRC services.

### **The Hudson Valley Consortium for Domestic Preparedness, Response and Recovery**

During the spring semester of 2005, the President of Orange County Community College signed an agreement with the Presidents of Ulster and Rockland Community Colleges to create the Hudson Valley Consortium for Domestic Preparedness, Response and Recovery. The Consortium will offer the following programs: Emergency Medical Technician and Paramedic, Fire and Police Safety, Emergency Management and Cybersecurity. A collaborative planning process among representatives from the three colleges and the community at large is providing direction and leadership for the Consortium, allowing each of the Colleges to leverage their strengths and to create cost effective programs.

During the initial three years, the Consortium is being funded through Homeland Security grant monies. Grant coordinators from all three colleges assisted in writing the grant proposal that will provide state of the art technology and equipment necessary to implement the identified programs.

Advisory Councils are currently being established for each concentration area to develop certificate programs and to determine the processes and procedures for sharing degree programs and students among the three colleges. New credit and non-credit programs will also be considered by the Advisory Councils.

# *Implications*

The Academic Master Plan is serving as the foundation document that supports the Strategic Plan 2005-2010. Academic Affairs and the Academic Master Plan impact or touch virtually every department, office, work unit or function on campus ranging from signage on buildings to capturing 80% or more of the budget. It is critically important that the college community views itself as a “whole.” The relationships and respective roles and responsibilities that exist among the various work units throughout the College requires that staff work collaboratively and that systems are in place allowing for the wise and efficient use of limited human and fiscal resources. Listed below are suggestions related to the activities of the Academic Master Plan that will significantly impact students and learning as well other departments and functions across the College:

- **Facilities** – The Master Facilities Plan for Middletown and the feasibility study for the Newburgh campus currently underway is critically needed. Attention regarding short and long-term needs of both campuses and extension centers within all of Orange County should be addressed in the following areas:
  - Determine signature or showcase programs that should be offered at various sites and campuses throughout the service region of the County;
  - Create a prioritization list for replacing furnishings e.g., chairs, tables, desks etc. and develop a cycle for on-going maintenance and replenishment;
  - Remove outdated and obsolete equipment from labs and do “spring cleaning” regularly;
  - Plan for faculty and student spaces that are accommodating, attractive and inviting;
  - Examine current space including classrooms, labs, conference rooms, offices for more effective utilization; and
  - Create seminar rooms and classrooms designed for collaborative learning.
- **Technology** – Changing technology is an ever-growing challenge facing all organizations in the private and public sectors. Staying abreast of the latest, state-of-the art hardware and software is demanding of institutional resources both financial and human. The following suggestions are offered:
  - Centralize resources for computer hardware and software into the budget of the Associate Vice President for Technology to maximize purchasing capabilities and to track inventory and implement a three-year replenishment cycle;
  - Hire sufficient technical support staff to meet the increased demands associated with technology usage and infrastructure e.g., open labs, Information Commons, etc.; and

- Utilize the Center for Teaching and Learning to develop an institution-wide plan continuous for professional development and skills training for all staff, e.g. ,Technology Academy.
- **Funding** - The financial resources of the college have been limited in the past, and therefore, an adequate reserve fund must be instituted. Given the recent increases in both tuition and technology fees and the generous support of Orange County government along with an aggressive approach to grant seeking, the college is moving in a positive direction. The following funding suggestions are offered:
  - Create a college-wide system for budget development that provides for realistic operational line items/cost centers and management capabilities across work units;
  - Align institution-wide planning and the budgeting cycle to streamline efforts and to better support strategic initiatives;
  - Consider redefined time for faculty who are involved in writing or securing grants;
  - Invest in staff within the Office of Institutional Advancement to grow the College's endowment to assist in the long-term health of the institution and to support initiatives such as student scholarships or paid faculty internships in the corporate sector; and
  - Create a formula for shared funding between non-credit and credit programs as an incentive for resource development within department budgets and consider creating part-time liaison positions that bridge both areas.
- **Human Resources** - As enrollments grow and facilities expand and as new markets are penetrated, thoughtful planning must occur around staffing and leadership. The following thoughts and suggestions are offered:
  - Consider creative staffing solutions and cross training should be considered whenever possible e.g., clinical coordination or preceptor models;
  - Seek out current staff who should be mentored for leadership roles and given increased responsibilities to grow professionally;
  - Support leadership training opportunities to enhance career pathways for new or interested faculty and other professional staff;
  - Plan accordingly replacements for retiring faculty and recruiting new faculty in specialized disciplines or high-demand programs and
  - Expand internship experiences on and off campus in a variety of programs that will require new or different linkages and responsibilities with Career Placement staff.
- **Marketing/Public Relations** – All employees are ambassadors for the College to the outside community and pride is a common expression often communicated by those at SUNY Orange. The sense of family and community that exists on campus is a special attribute of the institution. Through the program review process, ideas and suggestions for

marketing, recruitment and public image were discussed and are indicated below:

- Consider centralizing resources for marketing into the budget of the Office of Institutional Advancement to allow for a systems approach, brand consistency and professional image;
  - Create a comprehensive marketing plan that addresses print, radio, TV, web, and signage;
  - Consider the creation of a marketing advisory group to address short-term and long-term needs and strategies;
  - Ensure that the critical components of marketing and recruiting in all programs are addressed through the Enrollment Management Plan;
  - Evaluate and enhance the current processes and procedures for publicizing academic programs and special events;
  - Regularly provide press releases to local newspapers and state and national associations regarding student achievements, college or program highlights, and colleague accomplishments;
  - Promote the Extension Centers aggressively;
  - Assert SUNY Orange's reputation for excellence by participating or presenting at local, regional, state and national conferences and professional organizations.
- **Resources** - The Academic Master Plan clearly supports the Strategic Plan priority that is focused on increasing the effectiveness of planning and resource allocation for college operations. Indicated below are ways in which resources are being utilized more effectively:
    - Participation in the Hudson Valley Community College Consortium avoids program duplication and capitalizes on shared resources including staff, facilities, curriculum and students;
    - The planning process has eliminated the duplication of course offerings and curriculum development resources in numerous programs;
    - The redesign or discontinuance of specific programs allows for the for reallocation of resources to higher demand programs or departments; and
    - New program designs with specializations are more effective and efficient as a common core curriculum serves multiple options.
- **College Culture** – The program review planning process has significantly impacted the college culture and must be acknowledged. Its potential for the future is promising as described below:
    - The Academic Master Plan gives academic affairs a systems view with greater focus and accountability and ensures continuous improvement through an annual assessment process;
    - Reorganization of academic affairs with leadership in three divisions and the Planning and Budgeting for Institutional Effectiveness Committee are both allowing for greater communication, participation and transparency to aid in building an atmosphere of trust;

- The shared governance model gives a voice to all in the college community; and
- The program review process will over time lead to improved systems college-wide and address the common themes identified in the Strategic Plan.

*Systems Thinking*

*“Systems thinking is a discipline for seeing wholes. It is the framework for seeing interrelationships rather than things, for seeing patterns of change rather than static snapshots. Systems thinking is the cornerstone of how learning organizations think about their world.”*

*Source: Peter Senge  
The Fifth Discipline: The Art & Practice of the Learning Organization*

# Concluding Thoughts

Higher education is the driving force behind our global future. Collectively, the power to impact the future is extraordinary. To meet the challenges ahead SUNY Orange must be engaged in honest self-assessment and in determining appropriate goals and objectives for student learning, stakeholder fulfillment, fiscal management, and employee satisfaction. The focus must be on outcomes, results and accountability to all stakeholders in each of the important areas. It is understood that long-term challenges require long-term solutions. The two-year program review process has resulted in an Academic Master Plan that reflects a clear vision of the future. Colleagues in Academic Affairs are committed to the on-going assessment of student learning and performance, employee satisfaction and well-being, partnerships with stakeholders and responsible resource management. We look forward to working with all in the college community to realize the successful implementation of the ideas and action items contained within the Academic Master Plan.

## ***The SUNY Investment***

*The return on investment in SUNY is phenomenal. Every dollar the state invests through direct aid to SUNY generates more than \$8 for the state's economy. Every student offered a place at one of our four-year schools will earn an additional \$1 million over her lifetime because they hold a four-year degree. Every \$1 million of grant money brought in by a faculty member creates an average of 29 jobs – that's like bringing a small business to town. In short, the 64 SUNY campuses, which include four medical schools and three hospitals, are the major employers and economic drivers in their host communities.*

*But SUNY's value extends far beyond the dollar. One of our most important contributions to New York State is that we strive to maintain a culture of innovation and intellectual candor. This cultivates the independence and free thinking that have long characterized New York's citizens.*

*I could go on and on about what a sound investment SUNY is...and the amazing thing happening across the university...but today we need to focus on the opportunities in four areas; access, quality, capital and affordability. Focused investments are necessary to make SUNY and New York State leaders in academic and economic innovation. The value of strategic planning and constancy of purpose and performance are universal to leading all sectors, from business to government to education.*

*Source: John Ryan, SUNY Chancellor (Acting)  
Testimony Before the Joint Public Hearing of the New York State Senate and Assembly Higher Education Committees  
(October 2005)*

## Qualitative Criteria Instrument (QCI)

### Contextual Considerations for Categorizing Programs

**PROGRAM NAME:** \_\_\_\_\_

Within the categories below, please provide us with any information that is not reflected in the quantitative Program Prioritization Instrument for the program named above.

#### **Direct Costs & Indirect Costs**

*Examples: Does the program require state of the art computers? To what extent does this program utilize faculty teaching across multiple program areas? What approximate percentage of the supply budget does this program seem to use?*

- Faculty (type of faculty involved – e.g. part-time; full-time)
- Equipment
- Supplies
- Technology needs
- Space (e.g. Labs, offices, classrooms)
- Support Personnel

#### **Overall Qualitative Strengths and Weaknesses of the Program**

- Visibility
- Political considerations
- Historical (heritage) considerations
- Market appeal
- Timeliness (*e.g. match-up between program's curriculum & workplace demands*)
- Currency (*e.g. up-to-date vs. antiquated curriculum or equipment*)

#### **Service to the Community** (*other than contributing to employment/workforce*)

#### **Reputation to the College**

#### **Impact of program reduction or discontinuation on:**

- **Students**
- **College Personnel** (*e.g. secondary competency, collateral impacts, retraining needs, contract issues*)
- **Community**

#### **Role of Admissions/Recruitment**

#### **Role of Marketing**

#### **Anticipated Life Cycle of the Program** (*e.g. cyclical, limited, constant*)

## **SUNY, Accreditation, and/or Certification Issues**

**How do you envision the program being linked with the Institution's Strategic Plan?**

**Could the Program Continue in an Alternative Format or Configuration?**

*(e.g. distance learning, restructured faculty, consolidation with other programs, non-credit, articulations with other institutions)*

**Will the Demand for this Program be Met Elsewhere?** *(e.g. non-credit area, community's secondary schools or BOCES, local industry, other colleges)*

**Quality or Limitations of the Program's Quantitative Data**

**Other Considerations**

# PROGRAM PRIORITIZATION INSTRUMENT (PPI)

<b>100</b>	<b>PROGRAM NAME</b>
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**Introduction: History, Development & Expectations of the Program.**

When was the program established?  
 What are its academic antecedents?  
 How has the program evolved over the years?  
 What were the institution's original expectations?  
 How have those expectations changed?  
 What were the origins of initial support?  
 What is the maturity level of the program. Is it a fledgling program, recently authorized and still building toward its initial survival threshold. What progress is it making? Or is it a solid corner stone of the overall curriculum, fully mature and attracting attention to the institution? What is the overall visibility of the program, its PR value?

**1. External Demand for the Program**

**20**

+ What are the current and projected demands (*county, state, Nat'l*) that affect the program, for instance:

		decline	static	positive		
- Demographics ( <i>Student and general population trends</i> )	2	0	1	2		
		sig dec	mod dec	static	mod inc	sig inc
- Employment/transfer trends ( <i>including certification/licensure requirements</i> )	10	0	3	5	7	10
		no sig change	chg every 2-3 yr	chg every yr		
- Changes in required skills and knowledge.	2	0	1	2		
		no service	mod 5-10/yr	sig >10/yr		
- Service to community other than employment.	4	0	2	4		
		none	moderate	signif		

+ What other forces are at work in the surrounding environment that affect this program? (*e.g., economic, socio-cultural, political*)

**2**

*Examples: ESL-demo change; biology-knowledge base changes, Dev Ed-plummeting skills; Early Child-worker training needs; Bus & Tech-tech, practice changes)*

## 2. Internal Demand for the Program

20

+ What are the current and projected internal demands (including SUNY) that affect the program, for instance,

		see worksheet for avg. cutoff				
- Service to students' needs ( <i>avg: % sections filled, time diversity, location diversity, academic support</i> )	8	0	2	4	6	8
		none	mod	extensive		
- Service to other programs ( <i>credit &amp; non-credit</i> )	4	0	2	4		
		decreasing	stable/at cap	growing		
- enrollment trends	4	0	2	4		
		none	mod	extensive		
- SUNY system requirements ( <i>like Gen Ed</i> )	4	0	2	4		

*For the above bullet, think as well about new approaches this program may have pioneered, like collaborative learning or uses of technology likely to be emulated by other programs?(Wrtg Consultancy, ESL support modules, DL)*

## 3. Program Outcomes

20

+ What examples of the following does the program demonstrate?

		no	yes		
- Exemplary performance/recognition	1	0	1		
		below avg	equal or >		
- National/state exam scores	1	0	1		
		poor <50%	avg 50-79%	excellent	
- Transfer/employment success	4	0	2	4	
		NA or <80%	above 80% +		
- Certification/licensure	1	0	1		
		no data' <40	40-62	63-67	above 67%
- Student persistence within program <b>Institute avg.63-67%</b>	3	0	1	2	3
		0-59%	60-79%	80+%	
- Employer satisfaction	2	0	1	2	
		0-59%	60-79%	80+%	
- Student satisfaction	2	0	1	2	
		nothing	have objectives	outcomes met 60-79%	outcomes met 80+%
- Learning outcomes	3	0	1	2	3
		less than 10	10-19%	20-29%	30% and above
- Program completion rate	3	0	1	2	3

**4. Size, Scope, and Productivity of the Program**

**12**

		0	1-89	90-179	180-269	270-	
+	How many students are in the program? Hd Ct ("pre's" excluded)	<b>4</b>	0	1	2	3	4
		none	1-69	70-139	140-209	210 or more	
+	What are the number of credit hours generated? (FTEs, both through service & program specific courses, student support facilities & services)	<b>4</b>	0	1	2	3	4
		none	moderate	significant			
+	Services rendered? (like use of athletic/lab facilities, Writing Centers, Writing consultancy, tutorial, summer camps)	<b>2</b>	0	1	2		
		none	moderate	significant			
+	Creative efforts produced? (non-FTE producing efforts like cultural & athletic events)	<b>2</b>	0	1	2		

**5. Program Costs**

**12**

		no data	high	moderate	low	
+	Direct costs, i.e., cost per FTE	<b>8</b>	0	3	5	8
		no data	high use	low use		
+	Capital budget (e.g., Foundation, grants)	<b>2</b>	0	1	2	
		high use	moderate use	low use		
+	Space (Eventually it would be desirable to be able to identify and separate out precisely specified costs in categories such as facilities, space utilization, educational technology, training & development, and accreditation/assessment/advisory boards. A cost accounting system to do this does not yet exist.)	<b>2</b>	0	1	2	

**6. Other**

**8**

		no	mod	unique	
+	Does this program serve people in ways no other program does?	<b>2</b>	0	1	2
		none	mod	sig	
+	What are the benefits to the institution of offering this program?	<b>2</b>	0	1	2
		no	yes		
+	What is the connecting relationship between this program and achievement of the institution's mission?	<b>1</b>	0	1	
+	What are the benefits to the community of offering this program?	<b>2</b>	0	1	2
		none	mod	sig	

		yes	no
+	Is this demand being addressed/met by neighboring institutions that offer the same program?	1	0      1

**7. Revenue and Other Resources Generated by the Program**

8

+

In addition to FTEs, what other sources of revenue does the program generate, for instance,

		none	moderate	significant
-	Fees ( <i>e.g. lab or non-credit bearing</i> )	2	0      1	2
		no	yes	
-	Internal cost-saving services to the college ( <i>e.g. MLT medical waste disposal</i> )	1	0      1	
		no	yes	
-	Fundraising that offsets program costs	1	0      1	
		none	moderate	significant
-	Grants	2	0      1	2
		no	yes	
-	Other sources ( <i>e.g., endowments</i> )	1	0      1	
		no	yes	
	Efficiency actions within the program ( <i>e.g., alternative staffing solutions</i> ).	1	0      1	

"Now what" questions.

- +
- Could the program continue in an alternative or modified format?
- +
- Are there opportunities to make the program more cost efficient, e.g. technological innovation?
- +
- Is the program offered at a level that corresponds to demand? (*seats*)
- +
- What changes has the program made in relation to current and projected demands?

**ACADEMIC AFFAIRS PROGRAM PLANS FOR THE NEXT 5 YEARS**

**Complete a form for each program goal.**

**DIVISION:** \_\_\_\_\_

**SPONSORING ACADEMIC DEPT.:** \_\_\_\_\_ **PROGRAM:** \_\_\_\_\_

**PROGRAM GOAL #** \_\_\_\_\_ (Number by priority)  
 (Specify credit or non-credit, and justify with internal/external demand)

**ACTION STEPS WITH CHRONOLOGY** (address the following in the action plan: curriculum changes, funding sources, technology, CAPE, Newburgh Extension Center, LRC, financial savings, retraining staff, professional development, new or optimized resources, new or optimized personnel)

<b>No.</b>	<b>ACTION</b>	<b>DATE</b>

**DO NOT INCLUDE PROGRAM RECRUITING, MARKETING OR ADVISING**