Chapter Two: Institutional Response to Recommendations

Orange County Community College's Strategic Plan states that the College will develop and integrate into the operating life of the College the responses to concerns and recommendations raised by the College's Self-Study Committee and the Middle States visiting team. Integrating the recommendations into the College's Strategic Plan and supporting master plans has provided the College direction in addressing and achieving the recommendations made during the last decennial accreditation visit.

The development of the Periodic Review Report provided the College an opportunity to reflect on accomplishments and identify next steps for the institution. The College responded to the recommendations made by the Middle States Self-Study team and the College's Self-Study Committee within each Middle States Standard.

Orange County Community College was required by the Middle States Commission on Higher Education to submit a Monitoring Report in April 2006 that focused on the College's efforts to address four primary Monitoring Areas. Upon the review and acceptance of the Monitoring Report, Middle States requested that the College's Periodic Review Report further document:

1. *Progress in the implementation of a comprehensive plan for student learning outcomes assessment with evidence that results are being used to improve teaching and learning*
2. *Progress on the implementation of the 2005-2010 institutional Strategic Plan, and*
3. *Development of an updated Strategic Plan*

The Periodic Review Report describes further progress made to address Middle States Monitoring Report requests.

Standard 2: Planning, Resource Allocation & Institutional Renewal

Middle States Team & Self-Study Recommendation
- *The College must complete the strategic plan and all associated plans. It needs to make planning part of the College culture. As part of strategic planning, the College needs to establish a planning cycle that meets its needs, including an assessment component for each of the plans.*

Institutional Response:
Orange County Community College has completed and implemented its Strategic Plan 2005-2010. The College's five strategic priorities guide the development of the supporting Master Plans. The Academic Master Plan, the Facilities Master Plan and the Information Technology (IT) Master Plan have also been developed and implemented. The Resource Development Plan is recognized as the College's Capital Campaign. Student Services has completed a needs assessment, reviewed its mission and revised departmental goals in preparation for developing the Enrollment Management Plan, to be finalized in Fall 2009. The Strategic Plan, Academic Master Plan and the IT Master Plan are currently being reviewed in preparation for revisions and updates.

The participation of the college community during the development of the College plans was essential in ensuring that faculty, staff and students provided a voice in the future directions of the College. Faculty, staff, students and the community were involved in focus groups, campus and community forums, as well as college committee work. Planning efforts have since become a collegial experience.

Strategic Plan
www.sunyorange.edu/vision/docs/strategic_plan_2005-2010.pdf
As described in the Monitoring Reports, the College created a five year Strategic Plan that was adopted by the Board of Trustees in Fall 2004. The Strategic Plan's priorities guide the College in ensuring academic quality, accessibility and increasing effectiveness of operations. Since the submission of the Monitoring Reports, continued progress has been made in the implementation of the strategic priorities, including further linking of planning, budgeting and assessment activities.

In Spring 2008, the College began a review of the Strategic Plan 2005-2010 in order to identify accomplishments and next steps. The review and revision process will inform the development of the College's Strategic Plan 2009-2014. Each Vice President facilitated focus groups with their faculty and staff to discuss progress made towards achieving the strategic priorities as well as to identify future directions within their respective college area. Several college-wide open forums were facilitated by the President to engage faculty, staff and students in identifying the College's opportunities and challenges.

The review resulted in the identification and adoption of two new strategic priorities, sustainability and accessibility, which will be included in the Strategic Plan 2009-2014. These priorities were formally approved by the College's Board of Trustees in December 2008. The presentation made to the Board of Trustees on the progress and future directions of the Strategic Plan 2005-2010 is accessible online at *www.sunyorange.edu/middlestates/monitoring.shtml*.

Academic Master Plan
www.sunyorange.edu/academic_affairs/docs/amp.pdf
The College's Academic Master Plan 2005-2010 was approved by the Board of Trustees in December 2004. The Academic Master Plan outlines the objectives and action plans for each academic department within the three academic divisions. The objectives and strategies are organized into five themes, including,

- Technology
- Curriculum Change and Program Design
- Professional Development
- Collaboration and Partnerships
- Student Support

The objectives and action plans for the academic support areas including, Instructional Technology, the Honors Program, Learning Assistance Services, the Center for Teaching and Learning and the Library are included in the Academic Master Plan. Annual progress reports are submitted to the Vice President for Academic Affairs by each

Department Chair. The annual reports describe the progress made towards achieving the goals and objectives of the Academic Master Plan. The Academic Master Plan and the Annual Progress Reports for academic years, 2005-2006, 2006-2007 and 2007-2008 are available at *www.sunyorange.edu/academic_affairs/annualreports.shtml*.

Spring 2009 began the review and revision of the Academic Master Plan so as to maintain alignment with the College's Strategic Plan. As part of the review, Department Chairs collaborated with their faculty to identify to what extent objectives have been accomplished. Objectives that are no longer relevant will be removed from the Academic Master Plan. Additionally, academic departments will identify directions for programs to pursue.

The review of the Academic Master plan will include establishing benchmarks and collecting information to identify trends and best practices. Additionally, the two strategic priorities new to the College, sustainability and accessibility, will be incorporated into the Academic Master Plan. The collection and analysis of this information will contribute to the assessment of the effectiveness of the reorganization of the Academic Affairs Office.

Facilities Master Plan
The College retained the firm, JMZ Architects and Planners, P.C., to facilitate the preparation of the College's Facilities Master Plan. The Facilities Master Plan, a ten-year plan, was completed in Spring 2006. The plan focuses on capital improvements at the Middletown campus as well as the development plans for the Newburgh campus, including site selection. Capital projects address current needs as well as include long-range required capital improvements. The plan also recommends the need to continue to address safety and security measures throughout the campus.

A campus Emergency Management Plan was subsequently completed in Spring 2008 with the assistance of local, state and federal emergency management and local law enforcement officials. The College will continue to assess the plan through the use of table-top exercises and full scale drills. The plan is accessible at *www.sunyorange.edu/safety/docs/EmergencyManagementPlan_March2008.pdf*.

Information Technology Master Plan
www.sunyorange.edu/its/docs/SUNYOrange-ITMasterPlan-v1.2.pdf
The Information Technology Services (ITS) Department with support from the Information Technology Governance Committee developed the College's three year Information Technology (IT) Master Plan 2006-2009 to enhance the learning environment, increase accessibility of information as well as increase efficiency of administrative functions. In preparing the IT Master Plan, the ITS Department administered the SUNY Orange IT Survey to faculty, staff and students to gather feedback on instructional technology, equipment and training needs. The results of the survey were used to develop the IT Master Plan and are available at *www.sunyorange.edu/its/masterplan/surveys.shtml*.

A significant number of technology initiatives have been accomplished since implementing the IT Master Plan. Highlights include:

- Upgrading the College's network infrastructure
- Implementation and utilization of the Student, Finance and Financial Aid Banner modules
- Implementation of the Operational Data Store (ODS) and Discoverer reporting tool
- Establishing a technology replacement cycle within Academic Affairs and Student Services
- Migrating to Angel Learning Management System
- Upgrading the College's Helpdesk

The ITS Department's 2007-2008 Progress Report further details the progress made in accomplishing the IT Master Plan's goals and objectives. To review the 2006-2007 and 2007-2008 progress reports, visit, *www.sunyorange.edu/its/masterplan/reports.shtml*.

A chart identifying the status of the IT Master Plan projects is included in Appendix B.

The review and revision of the IT Master Plan is being planned in collaboration with the IT Governance Committee during Spring 2009. The review and revision of the plan will include re-administering the technology skills and use survey, reviewing information from project assessments, collecting feedback from the IT Governance Committee as well as continuing the collaborative meetings with Academic Affairs, Student Services and Facilities. Most importantly, the objectives of the IT Master Plan will align with the priorities of the Strategic Plan and the objectives set forth in the revised Academic Master Plan.

Resource Development Plan
Orange County Community College officially began its Capital Campaign titled, "Defining Moments," in Fall 2008. The Capital Campaign operates as the College's Resource Development Plan. Money raised from the campaign will be used to enhance the College's scholarship fund, support programming for the Newburgh campus and assist the College with continued implementation of technology in classrooms at both Middletown and Newburgh campuses. The campaign goal also includes dedicating monies to support the construction of a new Science, Engineering and Technology Center to be built on the Middletown campus.

The College's Grants Office plays a valuable role in accomplishing the College's goal of creating new revenue streams. A Coordinator of Grants was hired in Spring 2008. The Office works collaboratively with the Campaign and the Planning and Budgeting for Institutional Effectiveness Committee to strategically apply for grants. The Coordinator is proactive in identifying and applying for grant opportunities in order to support the implementation of the College's strategic priorities.

Enrollment Management Plan
The Student Services area conducted a comprehensive review of the Division and its departments in order to develop the goals and objectives of the Enrollment Management

Plan. In August 2007, an AVP for Enrollment Management was hired to oversee the services and programs provided to students from admission to graduation. The departments that comprise the Student Services Division, including Admissions, Advising and Counseling, Career and Internship Services, Financial Aid, Registrar, Health Services, Student Activities and Student Support Services are integral to the enrollment management activities of the College. Successful enrollment management depends upon the integration and coordination of the services provided by each office to best meet the needs of students. The offices work collaboratively to reach and retain more students and improve student satisfaction and success. It is the responsibility of the AVP for Enrollment Management to coordinate initiatives, provide feedback in the form of data and analysis and solicit input from all stakeholders to refine the Enrollment Management Plan as it develops.

The Student Development Review Committee put forth recommendations that the College has since addressed and will be formally incorporated in the Enrollment Management Plan. Under the leadership of the Vice President for Student Services and the direction of the AVP for Enrollment Management, initiatives in the following areas have been undertaken:

Marketing
- Collaborated with VP for Institutional Advancement to redesign College Viewbook and Application
- Meet regularly with AVPs of academic divisions and VP for Institutional Advancement to strategize on advertising and marketing academic programs
- Collaborate with Director of Communications on web accessible information and communication with prospective, new and continuing students
- Developed Student Services e-communication plan for continuing students
- Planned launch of Newburgh campus programming

Recruitment
- Developed *Group Information Sessions* formatted to deliver consistent and comprehensive messages to prospective students about the College
- Developed *Program Information Sessions* for prospective student to showcase academic programs, faculty and current students
- Developed online materials to enhance web presence and access to College information, including college application, Viewbook, *Information Session RSVP*, etc.
- Outreached to non-traditional student populations through purchase of mailing listings and development of evening and off-campus recruitment events
- Developed specific Newburgh campus program information and materials

Yield
- Collaborate with academic Department Chairs to highlight academic programs and faculty at Admitted Students Day event
- Created *New Student Information Packet* containing Student Services materials for newly admitted students
- Developed *Intent to Enroll* card to manage new student acceptance

Advising
- Initiated small group advising sessions for *new* students formatted to deliver consistent and comprehensive information about College's practices and procedures related to registration and student services
- Initiated small group advising sessions for *continuing* students enrolled in large departments (i.e. Business, Nursing, Criminal Justice and Education)
- Enhanced online registration process to include online directions and course information
- Trained staff and students on use of CAPP (Curriculum Advising & Program Planning)
- Developed awareness campaign for early advising/registration for continuing students

Retention
- Set deadlines for *new* student admission, placement assessment and registration
- Set deadlines for *continuing* student advisement/registration
- Increased outreach to students through TelRaPP and Early Alert
- Coordinated with academic AVPs to promote Summer Institute, Learning Communities, Tutorial Services and other student support initiatives

These preliminary steps form the basis of an over-arching Enrollment Management Plan still in development. A key component to every aspect of the Plan will be the ability to measure results. The transition to Banner has enabled the College to revisit its data and reporting needs. The goal is to create and generate detailed inquiry, admission and enrollment reports that will provide timely information for analysis and action. Currently, a Report Writing Task Force (Institutional Planning, Assessment and Research Office, ITS, Registrar and AVP for Enrollment Management) meets regularly to review existing reports and develop new ODS reports to meet the data needs of all College areas.

Self-Study Recommendation
- *Seek more funding from grants to assist where shortfalls in funding exist*
- *Ensure that continued fundraising efforts continue*

Institutional Response:
The College's Strategic Plan 2005-2010 establishes as a priority the need to diversify funding sources and increase revenue in order to provide adequate resources to allow the College to realize its goals. In 2007 the College began its Capital Campaign, Defining Moments to raise funds, in part to support construction at the Newburgh campus as well as construction of a Science, Engineering and Technology Center at Middletown. The Grants Office collaborates with all College areas to search and submit grants to support academic and administrative initiatives. The Coordinator of Grants actively searches for resources needed to implement initiatives prioritized through the College's planning and budgeting process.

Standard 3: Institutional Resources

Middle States Team Recommendation:

- *The College needs to insure that the entire college community has input into the master planning process.*

Institutional Response:

The College is committed to the inclusion of the entire college community in the process of planning, budgeting and assessment. The development of each of the Master Plans has relied on the feedback of faculty, staff and students. The college community has been involved during the planning and review of each of the College's plans through focus groups, interviews, document sharing, committee work, open forums and College meetings.

Middle States Team Recommendation:

- *Auxiliary operations such as food services and Kindercollege should be reviewed for possible cost reductions, pricing increases and/or feasibility of outsourcing these services.*

Institutional Response:

The College Association, an independent organization working to advance the mutual interests of the College, the alumni and the community, oversees the College's food services and Kindercollege. The College's Board of Trustees regularly reviews the College's operational costs in order to ensure that the costs for services are appropriate. The Board of Trustees has decided to continue to utilize the current vendors of the College's food services operations and Kindercollege.

Middle States Team Recommendation:

- *The College must re-examine current staffing levels in each department to insure that existing resources are maximized and equitable distribution of resources is taking place. In order to maximize resources and increase efficiency, the College should look into feasibility of cross-training staff.*

Institutional Response:

The Strategic Plan 2005-2010 states, "Human Resources should undertake a systematic examination of staffing and workloads in different offices to identify hiring priorities." In response, the Human Resources Office is reviewing the College's current staffing levels, responsibilities and needs. The Office has developed an online college-wide survey to assess staff responsibilities and department density. Human Resources will also collect and analyze data from peer SUNY community colleges. The assessment findings will assist the College in identifying where cross-training may effectively be implemented.

Several areas of the College have independently conducted internal reviews of their staffing levels and needs. Student Services, for example, reviewed staffing levels to support the Division's reorganization. Staffing reviews continue within Student Services when there is a vacancy or when a service need arises.

In addition to the campus-wide staffing review, the College has established procedures to address vacancies and new positions. The President, Vice Presidents, Associate Vice Presidents and the Human Resource Officer meet in November and June to discuss current vacancies and determine which positions will be searched. The Human Resource Office recommended and instituted the policy that all full-time staff requests, vacant and new, would be reviewed by Cabinet. This collaborative approach to reviewing staffing needs and position requests ensures that the College creates and utilizes positions effectively and efficiently.

Middle States Team Recommendation:
- *The College should perform periodic internal compliance reviews on all local, State and federal aid programs.*

Institutional Response:
The Financial Aid Director and the Vice President for Student Services meet regularly with all concerned parties, including Advising and Counseling to review both state and federal rules pertaining to ability to benefit and to monitor ongoing changes in the law. The Financial Aid Office is currently reviewing new language and laws in the Higher Education Act of 2008 in order to administer changes made by the U.S. Department of Education to ensure that all College processes are in compliance for the Fall 2009 semester.

The Financial Aid Office has configured the Banner Financial Aid module to ensure adherence to such laws. Additionally, the Accuplacer and Asset test administered by Advising and Counseling meet all federal and state guidelines. Compliance is further ensured through the College's annual audit conducted by an independent firm.

Middle States Team Recommendation:
- *The College should report to audit findings listed in the auditor's management letter in a timely manner.*

Institutional Response:
Beginning in 2003-2004, the auditor's management letter is reviewed with the College's Board of Trustee's Audit and Finance Committee. The Vice President for Administration assures that the College responds to the Board of Trustees regarding all audit findings and necessary corrective actions. *The College's audited financial statements and management letters for 2008, 2007 and 2006 have been submitted to MSCHE.*

Middle States Team & Self-Study Recommendation:
- *The College should interface the budget process with the strategic plan to insure established priorities receive adequate resources. The process should ensure adequate faculty, staff and administration equipment and facilities are available to support the institution's mission and outcomes expectations.*

Institutional Response:
The Planning and Budgeting for Institutional Effectiveness Committee has worked to create a comprehensive and transparent planning and budgeting process that ensures

that College initiatives are aligned with the Strategic Plan. The Online Planning and Initiative Prioritization (PIP) system was created to assist the College in linking its planning and budgeting activities. The PIP system requires submitted initiatives to identify which strategic priorities, college goals, master plan goals and Middle States Standards it addresses. The PIP system also requires that needed resources, including equipment, technology, facility, staffing, training and marketing be identified when planning an initiative. This information assists the College and the Committee in determining the needed resources and identifying how best to allocate them. Examples of the PIP system's goal reference and initiative needs and costs [online screens] are included in Appendix C and D, respectively. The PIP system is further explained in Chapter 6: Linked Institutional Planning and Budgeting Processes.

Middle States Team Recommendation:
- *The College should begin the development of a technology plan to address the mission critical areas of network support, database functionality, integration of staff and services, and life cycle management of computers across the College.*

Institutional Response:
The IT Master Plan 2006-2009 was developed to guide the ITS Department in enhancing the learning environment, increasing access to information and increasing the efficiency of administrative functions. The Information Technology Master Plan's goals and objectives align with the Strategic Plan, support the Academic Master Plan and address the recommendations by Middle States and the College. The six goals of the IT Master Plan include:

- Enhance and continually upgrade College's technological environment
- Manage and measure information technology via CMM & COBIT
- Provide for optimized information access that is safe, secure and widely accessible
- Support flexible and adaptive future growth of academic and administrative technology and information needs
- Establish and foster internal and external partnerships and collaborations
- Maximize fund and revenue streams for information technology

Since the implementation of the IT Master Plan, significant progress has been made in implementing technology initiatives that advance the effectiveness and efficiency of administrative and academic functions. Several accomplishments are highlighted below; others are further described in the ITS Department's Progress Reports, accessible at *www.sunyorange.edu/its/masterplan/reports.shtml*.

- The Novell infrastructure project is a two phase project; the first phase of upgrading the College's hardware and software has been completed. The second phase's initiatives are dependent upon the completion of the Datacenter which is expected to be completed by Fall 2009.
- The upgrade of the College's network has been completed resulting in a "modern, robust and reliable" network. Additionally, a wireless connection has been established in the Library and Shepard Student Center in Middletown as well as at the Newburgh campus.

- The Banner Finance, Financial Aid and Student modules as well as ODS, Discoverer and Self-Service Banner have been implemented. The implementation of these modules allows the College to operate many of its process and procedures using an online environment, including registration, grade submission by faculty and access by students to financial aid information, grades, courses, etc.
- An equipment life cycle management plan was coordinated by the ITS Department and supported by the College's Business Office and Academic Affairs Office. The ITS Department has acquired leases, managed procurement, distributed equipment and taken inventory in order to provide current technology to the College's faculty and staff.

The IT Master Plan will begin to be reviewed during Spring 2009 with support from the IT Governance Committee in order to fully support the priorities of the Strategic Plan and the Academic Master Plan.

Middle States Team Recommendation:
- *The College should ensure that the "10 Fundamental Elements of Institutional Resources" are incorporated into its updated master plan and review process. Establishing measures of efficiency and effectiveness, supported by quantitative and/or qualitative analysis, are essential elements of the planning process.*

Institutional Response:
The "Fundamental Elements of Institutional Resources" as outlined by Middle States, were considered during the development of the Strategic Plan and the supporting master plans, including the Academic Master Plan, IT Master Plan, Enrollment Management Plan, Resource Development Plan and the Facilities Master Plan. Several examples of how the elements of institutional resources have been incorporated into the goals and objectives of the College's master plans include:

- IT Master Plan outlines an equipment acquisition and replacement plan in collaboration with Academic Affairs
- Business Office coordinates the annual independent audit of the College to ensure fiscal accountability
- Facilities Master Plan articulates anticipated maintenance needs for campus facilities, with priority on educational facilities
- Developed a budgeting (annual and multi-year) process that aligns with College's mission, goals and strategic priorities and utilizes planning and assessment information

The College's transparent and comprehensive planning and budgeting process ensures that the strategic priorities, college goals, Middle States Standards and the goals and objectives of the supporting master plans are aligned with prioritized initiatives. The allocation of resources including staff, faculty, equipment, technology, facilities, etc. is addressed through the planning and prioritization process. The effectiveness and efficiency of institutional resources is determined through assessments facilitated by the PBIE Committee and conducted each Spring.

Standard 4: Leadership & Governance

Middle States Team & Self-Study Recommendation:
▪ *Provide a forum for all policy makers to meet regularly with the President. The current President's use of an Extended Cabinet meets this need and should be adopted on a permanent basis. This will allow for more input from a broader range of representatives for the four major administrative areas.*

Institutional Response:
The President meets with his "Extended" Cabinet bi-monthly. The Cabinet membership list and meeting schedule can be accessed at *www.sunyorange.edu/president/index.shtml*. Agenda items are requested from Cabinet members allowing members to provide updates, raise concerns and address any issues. The Cabinet also invites faculty and staff to meetings to provide information and updates regarding various college issues and initiatives. Minutes of every Cabinet meeting are distributed to the college community through the College's listserve.

Middle States Team Recommendation:
▪ *Communication between and among related areas of the College needs to regularly take place. Collaborative staff meetings of the Academic Affairs and Student Development areas will assist both groups as they look to enhance their communication efforts and more effectively serve students and other constituents.*

Institutional Response:
The College is very committed to maintaining an open and informed campus of faculty, staff, students and community. In Fall 2006, the Director of Communications was hired to manage the College's public relations and media relations program, design and coordinate college publications and write press releases, features and articles on behalf of the College. One such publication instituted by the President is the College's newsletter, the Monday Memo. The memo is regularly published, emailed to the College and includes information on upcoming events, updates on programs and services, features on remarkable staff, faculty and students as well as a message from the President. The College utilizes a college-wide listserve, "occc_community" to share information including minutes from Cabinet and Board of Trustees meetings, events, workshops and college news, etc. Listserves have also been created for Department Chairs, Divisions, Department Secretaries, students and Governance Committees.

Each Vice President holds regular department and staff meetings. The Academic Affairs Office and the Student Services Division have formed "Leadership Teams" which are comprised of the Coordinators and Directors from each respective area. The Leadership Teams meet independently as well as collaboratively throughout the academic year. The joint meetings have increased the communication and collaboration of the two areas and have resulted in more effective and efficient strategies to address programs and services such as academic advising, learning communities, assessment placement testing, developmental education, student orientation, etc.

Middle States Team Recommendation:

- *The College's self-study report and supporting documents establish a commitment to a more comprehensive college-wide assessment and planning process. To effectively reach the goals outlined in both of these areas, a more concerted effort needs to be made to document the proceedings of the committees charged with these goals and periodically review progress made in a more consistent, collaborative fashion.*

Institutional Response:
The Assessment Advisory Committee and the Planning and Budgeting for Institutional Effectiveness Committee are the primary College Governance committees that facilitate assessment efforts of student learning outcomes and institutional effectiveness. As is the requirement for all College Governance committees, minutes are taken every meeting and posted to the College's public access drive.

The Executive Committee, which oversees all Governance standing committees, reviews the meeting minutes to ensure that the committee members are attending and that committees are actively working to achieve their charge. The accessibility of this information increases the committees' adherence to communicate progress.

The committees' charges, membership and any related issues are also annually reviewed by the Executive Committee. Additionally, committees regularly review their process, procedures and progress made in achieving their charge. For example, the PBIE Committee in collaboration with the Assessment Advisory Committee and the Institutional Planning, Assessment and Research Office developed an annual online survey to gather feedback on the effectiveness and efficiency of the PIP system and the Committee's functions and services. Surveys are administered to faculty and staff each Spring at the conclusion of the planning and prioritization cycle. The feedback and recommendations gathered assist the Committee in making modifications to the planning process, procedures and the PIP system.

Middle States Team & Self-Study Recommendation:
- *Needs assessment for the restructuring of the Student Development and Institutional Advancement areas should be completed prior to any reorganization.*

Institutional Response:
The Institutional Advancement and the Student Services Division both conducted needs assessments as recommended by the College and the Middle States Team in order to determine the need for reorganization. The Institutional Advancement Office determined that reorganization was not necessary. Efforts instead were focused on increasing communication and collaboration between the Office of Institutional Advancement and Student Services, particularly in marketing strategies dealing with student recruitment. Such collaboration includes regular meetings between the VPIA and his staff, the AVP for Enrollment Management and the Director of Marketing as well as monthly meetings between the VPIA, the AVP for Enrollment Management and the Academic AVPs.

In Spring 2005, an ad hoc committee assembled by the President reviewed the process, methods and structure of the Student Services Division. This committee provided

recommendations to address the Middle States Team findings as well as to identify additional issues to be addressed. The review of Student Services determined that reorganization of the Division was essential. The ad hoc committee also provided recommendations to guide the reorganization. The Student Development Review report can be accessed at *www.sunyorange.edu/middlestates/docs/student_development_report_complete.pdf*.

Middle States Team & Self-Study Recommendation:
▪ *An assessment of the impact of the reorganization of the Academic Affairs area should be completed within the next academic year to determine its effectiveness and ability to improve communication within and between academic departments.*

Institutional Response:
Since the submission of the Monitoring Reports, the Academic Affairs Office has continued to experience turnover in leadership. The Vice President for Academic Affairs, hired in July 2005, left the College in August 2008 for a Presidency opportunity in North Carolina. The Associate Vice President for the Liberal Arts Division is currently serving as Interim Vice President; a search for the VPAA position is being planned for Summer/Fall 2009.

Since the Academic Affairs Office reorganized to create Associate Vice Presidents to oversee the three academic divisions, there has been considerable turnover in leadership within each academic division. Currently, the Business, Math, Science and Technology Division and the Liberal Arts Division have interim Associate Vice Presidents. The Health Professions Division hired an Associate Vice President in Fall 2008. The continued changes to the leadership in the Academic Affairs Office reinforce the need to assess the reorganization.

During the 2008-2009 academic year, the Interim Vice President for Academic Affairs and the three AVPs administered a survey to Department Chairs to identify the support, assistance and guidance needed from their respective Associate Vice Presidents. Feedback regarding communication and workload was also gathered from Chairs during retreats facilitated by the AVPs.

Management plans are being prepared to address the survey and retreat findings. Since the current organizational structure of the Academic Affairs Office will remain, management plans will assist the academic leaders in delegating responsibilities and ensuring that communication is effective and efficient. Preliminary findings to be incorporated in the management plan include recognizing the distinctiveness of each division and the unique characteristics and needs of each department. Additionally, findings indicate that the Academic Affairs Leadership Team facilitates communication within Academic Affairs.

Standard 5: Administration

Middle States Team & Self-Study Recommendation:

- *Due to the fact that the College has initiated a new organizational structure and is in the process of updating and implementing a new master plan, the team recommends periodic assessments of the new administrative structure and services to insure that they are working effectively and efficiently. This periodic review should also help ensure that communication within the new organizational structure is taking place.*

Institutional Response:
The College's organizational charts are regularly updated and reflect organizational changes made since the Self-Study. The charts are maintained within the Vice President for Administration's Office and are available online at
www.sunyorange.edu/vpa/orgcharts.shtml. Organizational charts clearly illustrate the communication lines within the College and the relationships between departments. These charts provide the Vice Presidents the framework by which they communicate, plan and manage resources. The updated charts also assist the Human Resources Office in reviewing the College's staffing levels and needs.

The Vice Presidents and the Associate Vice Presidents are accountable for ensuring that their departments are effective and efficient in delivering their programs and services. The VPs and AVPs consistently collect feedback from faculty and staff to ensure that communication is taking place. The feedback, often collected via online surveys, is also utilized to support planning efforts, budgeting decisions and guide future improvement of programs and services.

Middle States Team & Self-Study Recommendation:
- *The team recommends that the College institute a program of regular professional development for college staff.*

Institutional Response:
In the spirit of the College's mission, "We are a community of learners…," the College is committed to providing professional development opportunities for faculty and staff, including conferences, workshops, trainings, credit and non-credit coursework, project and learning grants and mentoring.

The Human Resources Office has coordinated and implemented a wide-range of professional development opportunities for employees in collaboration with other College areas. Faculty and staff actively participate in supervisory trainings, online Microsoft tutorials, brown bag learning lunches, CAPE sponsored technology courses, a bi-annual Leadership Conference, ongoing mandatory trainings, wellness workshops, customer service training, etc.

The Human Resources Office, Center for Teaching and Learning and ITS Department have collaborated in identifying professional development needs of faculty and staff and strategizing on how best to address them. Needs have been regularly assessed through online surveys, focus groups and facilitated discussions in order to improve existing trainings and workshops as well as to create and provide new opportunities for knowledge and skill development.

Faculty and staff continually identify the need to increase their technology knowledge and skills. The survey findings have been utilized to develop technology specific trainings and workshops including troubleshooting, Microsoft applications, email, Banner Self-Service, SMART boards, instructional technology, etc. Survey findings have also been utilized by Human Resources, the ITS Department and Governance committees to draft recommendations and policies focused on technology-related activities and initiatives.

Professional development is one of the five themes that guide the College's Academic Master Plan. Consequently, academic departments are encouraged to identify the development needs of the faculty, seek opportunities to learn and share acquired knowledge and skills with colleagues. Each academic department documents the professional development activities in the Academic Affair's Annual Progress Report.

The Faculty and Staff Development Committee is a standing Governance committee that encourages professional growth of the College community by establishing and reviewing criteria and procedures for distributing professional development funding of conferences, course work and mini-grants through the Faculty and Staff Development Fund. The committee also serves as a college-wide resource for directing requests for professional development needs.

The Center for Teaching and Learning was formed in Spring 2006. The first charge of the Center was to collect feedback on professional development interests and needs of faculty and staff. Focus groups were conducted to further define how the Center can facilitate learning opportunities for faculty and staff. A summary of findings can be accessed at *www.sunyorange.edu/ctl/docs/SummaryofCTLFocusGroups.pdf*. The CTL continues to utilize the feedback in order to create workshops, facilitate panel discussions, host brainstorming sessions and recruit faculty and staff to formally share best practices in teaching and learning.

The College's Supervisory and Faculty Mentoring programs were developed in Fall 2004 by the Human Resources and Academic Affairs Office with support from the Center for Teaching and Learning. Since its inception, nearly sixty employees have participated in the monthly Supervisory Mentoring program; and twelve faculty have participated in the new Faculty Mentoring program, now coordinated by Academic Affairs where it continues to expand.

Standard 6: Integrity

Middle States Team & Self-Study Recommendation:
- *The College needs to prioritize the issues reported in the self-study and create a mechanism for implementing them in concert with the impending strategic plan and appropriate departmental missions and goals.*

Institutional Response:

In Spring 2005, the Middle State's Integrity Committee was reconvened by the President to review the Self-Study's Integrity Standard Recommendations and to provide direction by which to accomplish them. The committee concluded that the College, in general, "maintains a climate of integrity and respect." The committee identified two primary themes to be addressed, fair and equitable treatment of employees and ethical climate and communication. For each theme, the committee outlined goals and actions steps. The College has worked to ensure that the goals and actions steps are integrated in the relevant master plans.

Since the publication of the Integrity Committee's recommendations, the College has made strides in implementing many of the goals and action steps, including:

- Established a policy by which all College vacancies are announced
- Instituted a comprehensive orientation/mentoring program for all employees, including part-time
- Equalized pay and promotion opportunities for day and evening adjuncts
- Published a Faculty Handbook that is updated annually and distributed widely
- Sponsoring events and programs that foster a sense of college community and commitment
- Developed a Conflict of Interest Policy Statement
- Developed standardized, regularly scheduled evaluation process for Management Confidential employees
- Developed and implemented a college-wide Emergency Management Plan; provided training to employees on emergency procedures; implemented NY State Alert system
- Included academic freedom statement in College Policies
- Promoting ongoing discussions and workshops on academic dishonesty and strategies to ensure academic integrity

The College will continue to work to enhance the mentoring opportunities of employees, particularly adjunct faculty, ensure that all employees are evaluated fairly and regularly and ensure the safety and security of students, faculty and staff. The Middle States Integrity Committee's summary of recommendations, goals and action steps can be accessed at *www.sunyorange.edu/middlestates/docs/integrity_subcommittee_rep.pdf*.

Middle States Team Recommendation:
- *With regard to improving communication, steps need to be taken toward promoting an environment of trust and respect. Regular, full staff meetings of the Academic Affairs and Student Development Divisions should occur separately and together to discuss issues of mutual concern.*

Institutional Response:
The Vice President for Academic Affairs and the Vice President for Student Services both established *Leadership Teams* whose membership consists of Coordinators and Directors from each respective area. The Leadership Teams from each area meet on a regular basis independently as well as together. The collaborative efforts of the two areas have directly increased communication as well as improved the efficiency and effectiveness by which initiatives are accomplished and issues are resolved. The programs and services provided by Academic Affairs and Student Services benefit

greatly from the collaborative efforts by which they are planned, implemented and reviewed.

Middle States Team Recommendation:
- *Formalized assessment of integrity throughout institutional policies, procedures and practices needs to be implemented. As well, there needs to be an evaluation of how these procedures are integrated throughout the College's programs and services. Specific plans should be put in place for implementing required changes.*
- *Special attention needs to be given to the creation of a Conflict of Interest Policy Statement that is embraced by the entire college community, to which all members of the faculty, staff and administration are held accountable.*

Institutional Response:
The College's Policy Manual and Conflict of Interest Statement were developed through the College's Human Resources Office and attorney. The College's Cabinet reviewed the manual, provided feedback as well as ensured that concerns identified by the Integrity Committee were addressed including the creation of a Conflict of Interest Policy Statement. The college community reviewed the draft manual on the College's webshare in order to provide comments, ask questions and voice any concerns.

After approval from the Board of Trustees, the College adopted its Policy Manual in March 2008. The Policy Manual provides the College President with a "clear and firm set of guidelines in his leadership of SUNY Orange." The College will continue to work on establishing a set of procedures by which the policies will be fairly implemented.

All College employees were required to sign for their personal CD copy of the Policy Manual, current Employee Information Booklet, Affirmative Action Manual and Emergency Management Plan. The Policy Manual is updated when the Board of Trustees passes a new policy. The College plans to review the Policy Manual for accuracy, adherence and relevance every three to five years. The College's Policy Manual is available at *www.sunyorange.edu/vpa/policy.shtml*.

Standard 7: Institutional Assessment

Middle States Team & Self-Study Recommendation:
- *The institution must develop a written strategic plan and college-wide assessment plans that are acceptable to the college community.*

Institutional Response:
The College's Strategic Plan 2005-2010 was completed and approved by the Board of Trustees in December 2004. As described in the Monitoring Report, the College retained the services of John Lee & Associates to conduct trend research, identify community needs and facilitate College discussions in order to develop the Strategic Plan. The priorities outlined in the Strategic Plan have guided the development of the College's supporting master plans including the Academic Master Plan, Facilities Master Plan, IT

Master Plan, Resource Development Plan (Capital Campaign) and the Enrollment Management Plan.

An initial step in preparing the College's institutional assessment plan was the formation of a task force in Fall 2005 to identify key performance indicators to measure the College's institutional effectiveness. The task force members included representatives from each area of the College including, Student Services, Administration, Institutional Advancement and Academic Affairs. The task force adopted the core areas and indicators as outlined in "Core Indicators of Effectiveness for Community Colleges" by Richard Alfred, Christopher Shults and Jeffery Seybert. The College's core areas, indicators and supporting data sources of institutional effectiveness are outlined in Chapter 5: Assessment Plans and Processes (See Appendix E).

In Spring 2009, the College formed the Institutional Assessment Group to develop the College's institutional assessment plan. The group includes representatives from Academic Affairs, Institutional Advancement, Administration and Student Services. The Institutional Assessment Group will standardize assessment plans, activities and documentation of results and utilization of findings. The objectives of the Institutional Assessment Group are further described in Chapter 5: Assessment Plans and Processes.

Standard 8: Student Admissions

Middle States Team & Self-Study Recommendation:
- *The College should provide program outcomes to prospective students.*

Institutional Response:
The College Catalog was reformatted to its current layout and contents for the Fall 2007 edition. At this time, the Catalog was formatted for online access at *www.sunyorange.edu/catalog/*. The redesign ensured that program learning outcomes for every academic program were reviewed, revised and incorporated into the Catalog. Appendix F is an example of an academic program's catalog page, including the program learning outcomes.

The College's Admissions Office has collaborated with Academic Affairs and the Marketing Department to develop a series of "Cluster" brochures [*available upon request*] for each of the three academic divisions. The cluster brochures contain inserts of information about the College, student services, academic programs, including student learning outcomes and are distributed to prospective students.

Standard 9: Student Support Services

Middle States Team Recommendation:
- *The College needs to finalize plans for advising and counseling. In the process, input from the various areas affected constituencies should be sought and the plans should be implemented.*

A mechanism for assessing the effectiveness of the impending advising system should be included in the plans.

Institutional Response:
The ad-hoc Committee for Student Development Review divided into several subcommittees to review the Division's departments, including Academic and Program Advising. The subcommittee was charged to "review the process, methods, and structure used to deliver key services to students in the area of academic and program advising and to make recommendations to address Middle States findings related to this area as well as to identify issues discovered during this review."

The subcommittee conducted research including reviewing the Middle States Team's Institutional Report, the College's Self-Study Team Recommendations, past committee and department recommendations, national best practices and benchmarks, department job descriptions and advising activities. The subcommittee also conducted interviews and administered surveys of faculty and staff working in Advising and Counseling. Students from various academic backgrounds were included in the interviews and surveys.

The findings and recommendations of the subcommittee's final report formed the foundation by which the department would be reorganized and the improvement plans finalized. Since the report was published, many of the recommendations to the College's Academic Advising and Counseling area have been implemented. Student Services and Academic Affairs continue to collaborate to successfully implement the improvement plans for the Advising and Counseling area. The AVP for Enrollment Management participates on the Academic Affairs Leadership Team and the Developmental Education Oversight Team. In addition, the Registration Information Group, co-chaired by the AVP for Enrollment Management and the Registrar, includes among its participants an academic AVP, representatives from the Bursar's Office and CAPE. The participants meet regularly to plan, implement and evaluate advising and registration processes and procedures.

Additional accomplishments within the Student Services Division include:
- Revised position description for the Director of Advising and Counseling (The position is currently vacant, and a search is in progress.)
- Appointed Division Liaisons from the Advising and Counseling staff to facilitate communication between departments
- Introduced online registration in Spring 2008
- Developed and facilitated small group advising sessions for large academic departments
- Trained faculty and advisors on the new online degree audit tool (CAPP)
- Expanded the Student Ambassador Program
- Expanded counseling resources and services by collaborating with the County's Department of Mental Health
- Supported Learning Communities program

The Advising and Counseling goals focus on student satisfaction, retention, and goal attainment. To measure the goals, the College regularly administers the SUNY Student Opinion Survey (SOS) which assesses student satisfaction of College programs and services. The Student Opinion Survey has been administered every three years with the last administration in Spring 2006. During Spring 2009, as part of SUNY's Strengthened Campus Based Assessment (SCBA) requirements, all SUNY community colleges will be administering the Community College Survey of Student Engagement (CCSSE). The information collected from each of the survey's benchmarking areas will be valuable to the Student Services area as they continue to implement and improve programs and services.

Middle States Team & Self-Study Recommendation:
- *The College should re-evaluate the structure of the student development area to ensure resources are being allocated to best meet the needs of all learners, that functions of the various areas are clear, and that all constituents are able to participate in planning for student services.*

Institutional Response:
The ad hoc Committee for Student Development Review completed its report and recommendations in Spring 2005 providing the framework by which Student Services has been reorganized and managed, including the allocation of resources. The Committee recommended the Division be restructured to ensure the effectiveness and efficiency of enrollment management, advising and counseling and student success and retention services. The Committee recognized that restructuring the Division would require new staffing, space and technology resources.

In response to *staffing* needs, all position descriptions were reviewed and revised and continue to be updated. After the review, the following positions were created/filled:
- Associate Vice President for Enrollment Management
- Director of Advising and Counseling (Position is currently vacant but search is in progress.)
- Full-time Financial Aid Counselor for Newburgh campus
- Director of Career and Internship Services
- Director of Financial Aid
- Three 12-month Academic Advisors/Retention Specialists
- Director of Admissions was expanded to include recruitment responsibilities

All new positions being proposed continue to be evaluated in collaboration with the Vice President for Student Services, Human Resources and the President's Cabinet. Student Services is also exploring whether cross-training is a more effective and efficient way to utilize staff during peak times as well as for specific departmental purposes.

A review of the mission statements for each department was also conducted to provide clarity about the functions of each Student Services department. The mission statements were revised to reflect the organizational changes and the roles and responsibilities of each department.

To ensure that all constituents participate in planning for Student Services, the Vice President for Student Services conducts monthly Leadership Team meetings with Department Coordinators and Directors. Each semester, the VPSS also facilities a Division Meeting in which all Student Services staff are invited to attend.

Student Services conducted a review of their *space* allocation in order to identify necessary upgrades and utilization of offices and common areas to increase efficiency and effectives and to better present a professional image to the students and community being served. As a result, the following was completed:

- Admissions purchased new office furniture, redesigned reception area to ensure sufficient seating for students and displayed College materials
- Financial Aid reconfigured space to create individual work stations and to accommodate private meeting spaces with parents and students
- Career and Internships relocated office to main floor of Shepard Student Center to increase accessibility by students and county residents
- Student Services outfitted a presentation room and conference room with new equipment and furniture. The presentation room seats approximately 25 people and is used primarily by Admissions for their information sessions. The conference room seats approximately 15 people and is used for Division committee meetings, staff meetings, etc.

With the conversion to Banner, many *technology*-related initiatives have been implemented that have benefited students and staff and enhanced the delivery of services, including:

- Enhanced Student Services website and department webpages in order to provide more comprehensive and easily accessible information for students
- Created online admissions application that links directly to Banner
- Created online College View Book and College Catalog
- Implemented document imaging
- Implemented automated Financial Aid processing
- Automated phone service in Admissions
- Purchased scheduling software
- Installed computer kiosks in Shepard Student Center and Newburgh's Advising and Counseling Center for student use. Students are able to apply online, submit FAFSA applications, register for courses, make college payments, order textbooks, check course availability, view college website and access Self-Service Banner.

Additionally, as part of the technology initiatives, Student Services is working with the ITS Department to develop and implement an equipment replacement and software upgrade plan.

Middle States Team & Self-Study Recommendation:
- *The College should implement a comprehensive assessment model for student development.*

Institutional Response:

The ad hoc Committee for Student Development Review recommended that Student Services "develop appropriate assessment methods and practices in order to:"

- Identify and measure key performance indicators
- Obtain and utilize student feedback
- Identify baseline quality of current services to establish benchmarks of where programs and services should be

Student Services is developing a comprehensive assessment plan to align with the Enrollment Management Plan. Current assessment initiatives will be incorporated into the plan and include:

- Administration and utilization of data from student satisfaction surveys, SOS and CCSSE
- Inclusion of indicators of effectiveness, as identified by Key Performance Indicators Task Force
- Continued development and utilization of Banner/ODS reports for admissions and enrollment activity data
- Increased access to SUNY System's data warehouse reports on cohort retention, transfer persistence and graduation rates

The Student Services Division will continue to collaborate with the Institutional Planning, Assessment and Research Office to integrate the Division's assessment activities and data collection methods into a comprehensive plan and reporting process including the publication of an Annual Progress Report.

Standard 10: Faculty

Middle States Team & Self-Study Recommendation:
- *The implementation of a college-wide, mandatory annual student evaluation of part-time and full-time instructional personnel is recommended.*

Institutional Response:
In response to the College's Self-Study and Middle States Team's recommendation, the College formed an ad hoc Student Course Evaluation Committee to develop a course evaluation process, instrument and guidelines for the utilization of results. After researching best practices, soliciting feedback from faculty and Department Chairs as well as piloting the instrument, the Committee recommended a course evaluation instrument [Student Feedback Form] and an online administration process. In Spring 2006, the College Assembly approved the use of the Student Feedback Form and the online implementation of student course evaluations. The Student Feedback Form is included in Appendix G and can be viewed at *www.sunyorange.edu/ir/courseeval/docs/Student_Feedback_Form.pdf*. Additionally, the Assembly voted for the instrument and process to be reviewed and revised after a full academic year.

Each semester the Institutional Planning, Assessment and Research (IPAR) Office has facilitated the administration of the online course evaluations including populating the

course, instructor and student data into the online system, emailing students and faculty evaluation instructions, login information, course completion information and results. Additionally, the IPAR Office created an online course evaluation webpage for faculty and students to view and access the instrument, instructions, faculty results, frequently asked questions, participation strategies, as well as college-wide participation rate results. The online course evaluation webpage can be accessed at *www.sunyorange.edu/ir/courseeval/index.shtml*.

The first college-wide online student course evaluation was administered in Fall 2007. After a full academic year of course evaluations, the Assessment Advisory Committee in collaboration with the IPAR Office reviewed both the instrument and administration process. Recommendations for improvement and revision for future administration have been forwarded to the Executive Committee for consideration. Recommendations focus on increasing response rates and further utilizing results for teaching and learning; they include:

- Consolidate college-wide questions on Student Feedback Form
- Allow for Department and/or faculty specific questions on Student Feedback Form
- Include disclaimer on Student Feedback Form directing students with serious concerns or complaints to not use form for such but to speak directly to the appropriate Department Chair
- Require Course Evaluation Summary (draft) to be completed by faculty indicating what was learned from evaluations and plans for using results to modify and improve courses and/or teaching and learning. A draft of the Course Evaluation Summary is included in Appendix H.
- Review Course Evaluation Summaries by Department Chairs in order to identify professional development or curriculum development needs and/or opportunities

Middle States Team Recommendation:
- *The College should take steps to institute criteria for the supervision and review of teaching effectiveness for part-time faculty consistent with those for full-time faculty.*

Institutional Response:
The Office of Academic Affairs recognizes the need and value of establishing a process by which all part-time faculty's teaching effectiveness is regularly and consistently reviewed. Until resources can be secured for this initiative, Departments will continue to determine and implement a reasonable assessment plan for their part-time faculty including those teaching Community College in the High School (CCHS) courses.

Middle States Team & Self-Study Recommendation:
- *It is recommended that the College continue its efforts and then expand upon them to attract and retain underrepresented minorities.*

Institutional Response:
The College articulates in its mission, goals and strategic priorities its commitment to diversity. A diversity webpage has been created that includes College and County demographic data, diversity celebrations and programs, diversity training opportunities, Institutional Diversity and Equity Committee information, policies and

procedures related to discrimination and harassment as well as the affirmative action/equal opportunity statement. The diversity web address is *www.sunyorange.edu/diversity/index.shtml*.

The Human Resources Office is integral to the recruitment and retainment of minority and underrepresented employees. As part of the Institution's Diversity Initiative, Human Resources has been working to increase the diversity of the College's employees by focusing recruitment efforts that utilize media, publications, mailing lists and listserves to target specific population groups. Human Resources informs each search committee about the College's diversity initiative to further increase awareness. Additionally, HR provides on-going staff development and training on diversity-related topics. Over the last three years, nearly 15% of the College's total employees are minority. Of new employees hired over three years, 22% are minority.

To ensure that the College's commitment to diversity is realized, the Institutional Diversity and Equity Committee was formed. The Committee "reviews and updates Affirmative Action Plans, policies and procedures, recommends to the President the creation of new policies and procedures or the amendment of existing ones, anticipates issues pertinent to institutional diversity or equity, serves as a forum to discuss and act upon such issues and participates in the development and implementation of strategies and activities to achieve the goals of the Committee." The strategies outlined in the diversity initiative are implemented through the collaboration of the College's academic and administrative areas and include, increases in recruitment efforts to specific target populations, publication of College information and/or job postings in diverse media outlets, creation of a diversity webpage and provision of staff development and diversity training opportunities.

The Academic Affairs Office created a Global Initiatives program by which academic departments collaborate and infuse a global perspective into their curricula. The first Global Initiative in 2007-2008 was a year-long educational focus on Latin American culture, heritage, geography, art, music and language. The initiative provided an opportunity for the entire college community to collaborate, learn and outreach to the Latino community. Information about the initiative and activities can be viewed at *www.sunyorange.edu/gi/gi2007.shtml*.

Middle States Team Recommendation:
- *It is further recommended that the current Faculty Handbook, which is currently dated 1988, should be updated.*

Institutional Response:
The ad hoc Faculty Handbook Committee was formed and charged with updating the Faculty Handbook. It was completed and approved by the Board of Trustees in Fall 2004. The Handbook is available to all faculty online at *www.sunyorange.edu/academic_affairs/docs/FacHBFinal.pdf*. The Academic Affairs Office updates the Handbook as necessary with the support of the Human Resources Office.

Standard 11: Educational Offerings

Middle States Team & Self-Study Recommendation:
- *Program and course goals should be stated in terms of student learning outcomes.*
- *It is recommended that the College develop a comprehensive assessment program which links the assessment of student learning and program outcomes relative to program and college goals and objectives.*

Institutional Response:
As stated in the Monitoring Report submitted in Spring 2006, every academic program has reviewed and revised the student learning outcomes for courses and programs to ensure relevancy, measurability and achievability. Additionally, the student learning outcomes for courses and programs have been aligned and mapped to the goals of the College and the Academic Master Plan. The learning outcomes are articulated on all syllabi as well as in the College Catalog.

Every academic program is scheduled to conduct a comprehensive program review every 5-7 years. The program review schedule for each academic division can be viewed in Appendix I. During this review, programs are expected to assess their student learning outcomes and ensure the alignment of course and program goals with College goals. The assessment activities, findings and use of results are documented in the annual Academic Master Plan Progress Reports. The Progress Reports can be accessed at *www.sunyorange.edu/academic_affairs/annualreports.shtml*.

Additionally, the assessment of student learning outcomes in General Education follows a three year cycle by which each of the knowledge, skill and competency areas are assessed once every three years. As outlined on the webpage *www.sunyorange.edu/assessmentgea/index.shtml*, the steps to conducting the assessment include reviewing and revising previous assessment plans, conducting the assessment and "closing the loop" by disseminating results and developing improvement initiatives. The General Education assessment schedule is included in Appendix J and online at *www.sunyorange.edu/assessmentgea/schedule.shtml*.

Chapter 5 of this Periodic Review Report further highlights the College's assessment of student learning outcomes.

Middle States Recommendation:
- *The development of a comprehensive assessment process will expand the annual "assessment reports' that the LRC Director submits to the VPAA into an outcomes based assessment of the LRC service program.*

Institutional Response:
The Library recognizes the need to conduct outcomes based assessment of Library services. To meet this need, the Library Director developed and administers service surveys to collect feedback about the Library's programs and services in order to make improvements.

An initiative facilitated by the Library Director to improve and expand Library services and programming was the creation of the Information Commons. An ad hoc Information Commons Committee was formed in Spring 2006 to provide input on program planning, policies and services. Since the creation of the Commons, the Library Director continually conducts assessments to determine effectiveness and identify improvement areas. The Library submits an annual Progress Report on the Academic Master Plan themes to the Vice President for Academic Affairs. The progress report documents the Library's accomplishments, assessment activities and identifies future action steps.

Middle States Team & Self-Study Recommendation:
- *Extend the collaboration between librarians and faculty to all academic departments to foster information literacy skills across the curriculum.*
- *Accelerating the development of rubrics and outcome measures for information literacy for the assessment of general education will enable the College to rationally evaluate existing programs and add new programs.*

Institutional Response:
The Library is committed to collaborating with all academic departments and consistently outreaches to extend services, resources and programs to every College department. The Library offers all faculty library instruction sessions for their courses with a large component of the sessions focusing on information management. With the English Department accounting for nearly eighty-six percent (86%) of the library instruction sessions conducted, the Library recognizes the need for more departments to participate in information management sessions. Consequently, the Library, Institutional Planning, Assessment and Research and the Assessment Advisory Committee have collaborated to develop and implement, across the curriculum, the General Education Information Management assessment in Spring 2009.

The assessment of Information Management will determine to what extent students will:
- Perform the basic operations of personal computer use
- Understand and use basic research techniques
- Locate, evaluate and synthesize information from a variety of sources

The Spring 2009 General Education Assessment of Information Management is the first time the College is administering a college-wide embedded assessment. Faculty from each academic department are participating and utilizing an information management rubric developed in partnership with the Library, faculty, IPAR Office and the Assessment Advisory Committee and follows the Association of College and Research Libraries (ACRL) Standards. The Information Management Rubric is included in Appendix K.

 The assessment will identify where students fall in the spectrum of information management competencies, the extent to which the learning outcomes are being demonstrated across the curriculum and what additional training and support students need. Results of the assessment will be used to further support the implementation of writing, critical thinking and information management skills across the curriculum. The

assessment findings will also assist the Library in their continued outreach to departments not currently utilizing the Library's resources. The final report will be completed by September 2009.

Standard 12: General Education

Middle States Team Recommendation:
- *Departments must provide evidence of how assessment results are used to improve teaching and learning. This includes devised learning strategies to address student learning deficiencies and incorporating those into courses. These should then be reassessed to determine if the course improvements were effective.*

Institutional Response:
Academic departments consistently utilize assessment findings to improve courses and programs and enhance teaching and learning methods. Evidence of such is documented in Department meeting minutes, the annual Progress Reports submitted to the VPAA at the conclusion of the academic year as well as in final assessment reports submitted to SUNY System.

As part of the SUNY Assessment Initiative, Summary Reports for the assessment of student learning outcomes in General Education are to be completed and submitted to SUNY for each knowledge, skill and competency area. The report asks for a description of how assessment findings will be utilized and the improvements that have been made as a result of the previous learning outcomes assessment. Appendix L is an example of the form; it can also be accessed online at
www.sunyorange.edu/assessmentgea/docs/GESUMREPORTTemplate.doc.

The assessment of student learning outcomes in General Education includes reviewing and revising the assessment plan, implementing the assessment methods, disseminating the results and utilizing the analyzed findings for improvement initiatives. In March 2008, the College was required to submit to the General Education Assessment Review (GEAR) Group a General Education Triennial Report highlighting the "closing the loop" activities from previous assessment cycles. Appendix M is the chart included in SUNY Orange's Triennial Report of "closing the loop" activities for each General Education area.

The Assessment Advisory Committee and the IPAR Office are working to create a consistent process by which the utilization of results and improvement initiatives are documented and disseminated.

Standard 13: Related Educational Activities

Middle States Team & Self-Study Recommendation:
- *Appropriate resources should be made available to assist the Developmental Education Program in tracking the progress of students and assessing their success after completion of*

developmental courses. Adequate software and qualified and sufficient staffing to effectively and efficiently utilize it should be available to gather important data about the progress of students.

Institutional Response:
As part of the Developmental Review Board process, the Coordinator of Learning Assistance Services runs reports to identify students who have completed their required developmental education courses and are in good academic standing as well as those students who are leaving the program on probation. Each semester, a report is run that includes information on students' grades, GPA, enrollment status, and academic standing.

The conversion to Banner provides the College with the system, database and reporting tool to collect data and create developmental education reports to be utilized by the Coordinator of Learning Assistance Services, the English and Mathematics Department, the AVP for Enrollment Management, Advising and Counseling as well as the Developmental Education Oversight Team. Reports being written include data elements such as placement test scores, academic standing of developmental students, GPA, course progression, etc. The goal of the Report Writing Task Force is to finalize the set up in Banner to have the ability to track students' developmental placement and progress.

Standard 14: Assessment of Student Learning

Middle States Team & Self-Study Recommendation:
- *Establish a position dedicated to assessment to oversee, coordinate and provide assistance and training for all assessment activities undertaken at institution*

Institutional Response:
As described in the Monitoring Report, in 2005 the College hired an Assessment Coordinator. The position has since been changed to Institutional Planning, Assessment and Research Officer; see Chapter 5 for more details about the reorganization, role of the Office and responsibilities of the position.

Middle States Team & Self-Study Recommendation:
- *Articulate expectations of student learning at the institutional level. These may take the form of college-wide competencies expected of all graduates and certificate holders, or these may reinforce the general education expectations present in all certificates, degrees and programs*

Institutional Response:
The College articulates that all graduates of an AA or AS program transferring to a SUNY institution must fulfill seven of the ten General Education knowledge and skill areas. Academic Affairs, recognizing the value of critical thinking, written communication and information management skills for all students, will establish institutional student learning outcomes in these competency areas. The Academic

Master Plan will describe how the learning outcomes below will be delivered across the curriculum.

Critical Thinking
- Identify, analyze and evaluate arguments as they occur in their own or others' work
- Develop well-reasoned arguments

Written Communication
- Produce coherent texts within common college-level written forms
- Demonstrate the ability to revise and improve such texts
- Research a topic, develop an argument and organize supporting details

Information Management
- Perform the basic operations of personal computer use
- Understand and use basic research techniques
- Locate, evaluate and synthesize information from a variety of sources

All students will be expected to gain skills in thinking, writing and managing information whether they are enrolled in transfer or occupational programs, non-credit courses or personal enrichment classes.

The College anticipates that an institutional student learning outcome will be developed to support the strategic priority of sustainability. Academic Affairs, Student Services and the Sustainability Committee will collaborate to identify the knowledge, skills, abilities and attitudes that students are expected to develop as a result of their overall experiences with issues of sustainability in courses, programs, services and operations.

As a result of the review and revision of the mission and values of the Student Services area, institutional student learning outcomes will be articulated within the Enrollment Management Plan.

Middle States Team & Self-Study Recommendation:
- *Establish a means to communicate results of student learning assessments to students and the campus community to aid in decision-making*
- *Establish protocols that specify how learning assessment results and course modifications are to be completed and communicated after assessment data are obtained.*

Institutional Response:
The College successfully implements the SUNY Assessment Initiative by which the student learning outcomes in General Education and in the major are regularly assessed. As part of this assessment requirement, departments are to document their assessment findings and describe how previous assessment results were utilized for improvement initiatives. This information is directly shared through reports, discussions and presentations with department faculty, the VPAA, AVPs, IPAR Office, the program's Advisory Board, Assessment Advisory Committee and with the College at large within the Annual Progress Report.

The IPAR Office and Assessment Advisory Committee have been working to establish a more formal process by which plans, methods, results and utilization of findings are widely disseminated and documented. The College's assessment webpage,

www.sunyorange.edu/assessment/, contains recent assessment plans and results of the General Education areas. The Committee recommends that the assessment activities of academic departments and administrative units be available on the webpage.

The IPAR Office with support from the Assessment Advisory Committee has drafted two assessment documents to establish a more formal assessment process and support assessment initiatives, *Guidelines for Assessment Planning and Reporting* and *Tools and Techniques for Program Improvement*. The programs scheduled for assessment in AY 2009-2010 will "pilot" the procedures outlined in the Guide. A draft of both documents can be viewed online, Guidelines for Assessment Planning and Reporting, *www.sunyorange.edu/assessmentapa/guidelines.shtml* and Tools and Techniques for Program Improvement, *www.sunyorange.edu/assessmentapa/tools.shtml*. The documents address many of the recommendations made by the Self-Study Committee including, steps to writing "SMART" student learning outcomes, developing realistic, continuous and measurable assessment plans, selecting valid and reliable assessment methods, strategies to utilize assessment findings and steps to developing an improvement plan.

Middle States Team Recommendation:
- *Document that student learning assessment results are used to improve teaching and learning*

Institutional Response:
Assessment of the student learning outcomes in General Education and in the major is conducted, primarily to obtain information to use for improving teaching and learning. The documentation of how assessment results are used to improve teaching and learning is done externally and internally.

- As part of the SUNY Assessment Initiative, utilization of results is described in Summary Reports
- Internally, improvements made to teaching and learning are documented in annual Progress Reports submitted to Vice President for Academic Affairs
- Programs maintaining accreditation with national agencies have detailed documentation of utilization of assessment findings
- Summary of teaching and learning improvement initiatives is captured in General Education Triennial Report submitted to SUNY (Appendix M).

As previously stated, the College is planning a more standardized process by which assessment results are disseminated and documented, including the utilization of findings for improved teaching and learning.

Self-Study Recommendation:
- *Establish collaboration between the Office of Institutional Research and individual departments on data analysis and departmental survey construction*

Institutional Response:
The conversion to Banner, implementation of the Operational Data Store (ODS) and utilization of Discoverer allows the College to extract data and create reports. The Report Writing Task Force which is comprised of the Registrar, AVP for Enrollment Management, IPAR Office and ITS technical assistants, has prioritized data needs and is

working to recreate existing and develop new reports. The Task Force in collaboration with the AVPs, Department Chairs and faculty will continue to revise, create and analyze data reports to support planning and assessment efforts as well as decision-making.

The Institutional Planning, Assessment and Research Office has collaborated with a number of academic departments to develop and administer online surveys to faculty, staff, employers and students in order to effectively and efficiently collect information to support assessment initiatives. Recent online surveys include, Nursing Evaluation of Clinical Agencies, Nursing Graduate and Alumni Survey, Information Management Skills Survey and Accounting, Business Management and Office Technology Survey on Course Satisfaction. The IPAR Office will continue to support academic department needs to collect and analyze information.

Self-Study Recommendation:
- *Conduct professional developmental sessions on all aspects of the assessment process*

Institutional Response:
In keeping with the mission of the College and its commitment to professional development, assessment has become a focus of many trainings, workshops, conferences, focus groups as well as mentoring sessions. The Academic Affairs Office, the Center for Teaching and Learning and the IPAR Office have all contributed to offering teaching and learning opportunities for faculty and staff on assessment-related topics, including:

- "Hands on training" on how to write SMART student learning outcomes
- Assessment Advisory Committee presented critical thinking results and facilitated focus group on utilizing findings to enhance students' skills
- Workshop on implementing and utilizing information management rubric
- Center for Teaching and Learning sponsored presentations, including developing portfolios, collecting student feedback, deciding on new technologies in the classroom, bridging the academic gap, using rubrics for grading, etc.
- Created assessment web presence to provide additional learning opportunities for faculty and staff

A survey was administered to Department Chairs asking, in part, to identify assessment-related topics that need additional training and support. The Assessment Advisory Committee, CTL and IPAR Office will continue to utilize the survey findings to plan and conduct future professional development opportunities for faculty and staff on assessment related-topics including planning an assessment, selecting assessment methods, disseminating results and utilizing findings to improve teaching and learning.