

ACADEMIC MASTER PLAN 2010 - 2015



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INTRODUCTION

At Orange County Community College it is our mission to provide the opportunities and to create the enthusiasm that fosters a life-long commitment to learning. It is equally our purpose to provide students with the knowledge and skills that will enable them to be effective and productive members of the workforce. As we are presented with the challenges the 21st century has laid before us, it is obvious that the above goals cannot be thought of as separate or incompatible. As a result, the Academic Master Plan that follows is a guide that realistically attempts to blend these primary goals and offer a roadmap towards directing and managing the many important academic decisions that lie ahead. As the challenges that confront us change, however, it is important to remember that this is not a fixed document. Rather, the goals and objectives of this plan must remain open to improvement or alteration as we respond to internal and external challenges and opportunities. To that end, the Academic Master Plan is a fluid document, requiring regular review, update and change.

History and Context

The 2010-2015 Academic Master Plan presented here is the second such effort towards comprehensive academic planning at Orange County Community College. The first Academic Master Plan (2005-2010) followed a period of major change and reorganization at the College. Under a new President, the institution, in 2004, put forth a new, comprehensive strategic plan *to guide the College in the improvement of educational opportunity for all citizens of Orange County*.

Subsequently, through the efforts of faculty, department chairs, and Academic Affairs, the first Academic Master Plan was developed to chart clear directions in academic planning. The initial Academic Master Plan centered around five major themes: Technology, Curriculum Change / Program Design, Professional Development, Collaboration and Partnerships, and Student Support. Beginning with academic year 2005-2006, Academic Affairs instituted end-of-year departmental and unit reports as a method of reporting on progress made, reporting on changes within units in AMP categories, and identification of trends and plans. This system of reporting has resulted in a consistent system of keeping the emphasis on identified themes and allowing us to approach our academic work as a continuum rather than in a static state.

Since the inception of the initial Strategic Plan and Academic Master Plan, much has changed, however. Enrollment growth spurred by economic recession, changes in student population, program review and assessment findings, and the expansion of the College to include a new branch campus have necessitated reassessment and, in some cases, new approaches in our efforts to meet the needs of our students.

As a result, in 2009, following an extensive review, the College's Strategic Plan was revised to include two new initiatives – sustainability and accessibility - and to *define those activities that the College would employ over a five-year period to improve educational*

quality and support efficient institutional growth. In 2009, the Board of Trustees adopted the following priorities:

2009-2014 SUNY Orange Strategic Plan

- **Priority I**
Refine and strengthen the College's Academic Master Plan. Implementation of the Academic Master Plan will be supported by a Facilities Plan, a Technology Plan, a Resource Development Plan, and an Enrollment Management Plan.
- **Priority II**
Increase effectiveness of planning and resource allocation to allow for data- and research-driven decision-making regarding College operations and programming by:
 - a. Expanding scope of responsibility and authority of the Planning Committee
 - b. Improving the collection, usefulness and availability of planning data
 - c. Developing and integrating into the operating life of the College the recommendations made by the Middle States Association's Commission on Higher Education.
- **Priority III**
Provide adequate resources to allow the College to realize its strategic goals.
- **Priority IV**
Develop and implement a College-wide Sustainability Plan.
- **Priority V**
Expand and enhance programs, services and operations to ensure the College is accessible to all members of an increasingly diverse community.

The Orange County Community College Academic Master Plan, as presented here, outlines the goals, objectives and priorities necessary for the Academic Affairs component of Orange County Community College to contribute to meeting the goals put forth by the President and the Board of Trustees in the current Strategic Plan. In addition, the document that follows works to support the academic mission of the College.

Academic Mission Statement and Programs

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 that meet the demands of our diverse student population. To that end, Orange County Community College will provide rigorous programs including:

TRANSFER PROGRAMS – LIBERAL ARTS & SCIENCE

- **Associate in Arts (A.A.) and Associate in Science (A.S.) Degrees**

The Associate in Arts and the Associate in Science degrees prepare students for transfer to baccalaureate programs. The A.A. degree program provides for study in the traditional humanities and social science disciplines and is the basis for pursuing careers such as law, social work, psychology, personnel management, and government services. The A.S. degree programs provide for study in mathematics, natural science, and physical science and is the basis for pursuing careers such as scientific research, engineering, teaching, and business administration.

CAREER PROGRAMS

- **Associate in Applied Science (A.A.S.) Degrees**

The Associate in Applied Science degree programs provide two years of college-level studies with emphasis on developing technical and professional competence for entry in a specific career.

CERTIFICATE PROGRAMS

- The certificate programs provide the opportunity for students to develop job entry skills at the collegiate level. People who are currently employed but seeking to change careers find that the accelerated format of these programs permit completion of study in one year or less.

In addition, the College offers, through our Office of Educational Partnerships, a wide variety of programs that provide opportunity and access to the college experience. Furthermore, it is the goal of Academic Affairs to develop and sustain a shared commitment to ongoing intellectual growth, creativity, and curiosity within the Orange County community and to create opportunities that support life-long learning.

Orange County Community College Student Profile

As noted in the first inception of the College's Academic Master Plan, the community college student of today comes from a diverse array of racial/ethnic and socio-economic backgrounds. Equally as important is the fact that they arrive with varied levels of preparedness. Thus, while today's student brings great diversity and vitality to the Orange County Community College campus, they are also placing significant new demands and expectations on the institution as a whole. The following is a profile of Orange County Community College as an institution and a snapshot of the students being served.

- ***Institution*** – Orange County Community College enrolls approximately 7,000 credit students of which 57% are female and 42% are male. Diversity matches closely with the overall population of Orange County, including: 67% White, 16% Hispanic

and 12% Black. Approximately 97% of Orange County Community College students come from New York and 83% are Orange County residents.

- ***Student Population*** – The age range of the Orange County Community College student varies. More than three-quarter of our students (77%) are under the age of twenty-five. Approximately 12% are between the ages of twenty-five and thirty-four, while the remaining 10% fall between the ages of thirty-five and sixty-four. 25% of our students are registered as first time college students, 46% are continuing students, 11% are returning, 5.5% are transfer students, and the remaining 12% are enrolled in our Community College in the High School program.

21% of degree seeking students at Orange County Community College are enrolled in AAS programs with 22% enrolled in the AA degree program and 36% in an AS program. Many students are employed part-time or full-time, with previous data suggesting the average student spends 26 hours per week working, 12 hours per week in the classroom and 6 hours per week doing study assignments outside of class. With the above noted, and recognizing that graduation is not necessarily the specific goal of all students who attend Orange County Community College, current graduation rates for Orange County Community College, according to the National Student Clearing House are: 7% graduate in two years, 15% in three years and 34% in four years. Additionally, data indicates that 34% of those students graduating at the conclusion of AY 2008-2009 transferred to another institution.

- ***Student Preparedness*** – Today approximately 65% of all first time students entering Orange County Community College place into at least one Developmental course. This is an increase of 15% over five years ago when the first Academic Master Plan was developed. This is an alarming trend and one that shows no signs of slowing.

Such a trend, however, is not limited only to students who place in developmental courses. Under-preparedness impacts a wide variety of students, including those who place directly into college courses and who struggle due to inaccurate perceptions and expectations of the college environment, lack of social skills, maturity levels, family problems and work obligations.

As a result, the lack of student preparedness will continue to have a major impact on course offerings, staffing and support services and will, increasingly, require the development of collaborative strategies and initiatives between Academic Affairs and Student Services, as well as with all secondary schools in Orange County.

Academic Master Plan Themes

In an effort to fulfill our academic mission and to meet the intent of Priority I of the Strategic Master Plan, the Office of Academic Affairs began, in the Fall of 2009, to review and assess the current status of academic offerings at Orange County Community College,

the issues and challenges that confront us – both internally and externally, and the changing nature of our student body. As a result of that assessment, eight specific themes were developed as the centerpiece for future academic planning. These themes were arrived at through discussions with and within the academic departments and divisions. While each theme is listed below individually, it is important to recognize that they do not stand alone and are interconnected in our efforts to provide students with the academic opportunities they may require to meet their individual goals. In addition, each theme is specifically designed to align with the College’s strategic plan, as well as the SUNY-wide strategic plan.

➤ **CURRICULUM DEVELOPMENT**

- ❖ Maintaining currency
- ❖ Responding to industry standards
- ❖ Establishing a baseline of sustainability offerings
- ❖ Identifying and prioritizing sustainability initiatives
- ❖ Fostering an atmosphere of adaptation and openness to change
- ❖ Identifying new and emerging career and transfer opportunities and develop, where practical, corresponding curricula
- ❖ Using the campus as a laboratory

➤ **STUDENTS**

- ❖ Advising
- ❖ Extracurricular activities
- ❖ Learning Assistance initiatives
- ❖ Library support
- ❖ Retentions initiatives

➤ **UNDER-PREPARED STUDENTS**

- ❖ Dealing with increasing numbers while maintaining standards
- ❖ Fostering proven initiatives (Block schedules, Learning Communities, etc.)
- ❖ Clear communication between disciplines re: expectations and abilities of students
- ❖ Expanding support for under-represented and at risk students

➤ **TECHNOLOGY**

- ❖ Develop regular replacement plans
- ❖ Ensure instruction meets industry standards
- ❖ Provide Angel Shells for course utilization

➤ **FACILITIES**

- ❖ Equipment (establish a baseline and a regular replacement plan)
- ❖ Furniture/furnishing (establish a baseline and a regular replacement plan)
- ❖ Space limitations -
 - instructional space
 - storage space
 - office space

- recognition that new buildings on campus will have major impact on programs

➤ **PROFESSIONAL DEVELOPMENT**

- ❖ Academic technology training
- ❖ Using Center for Teaching and Learning to address needs identified in the Academic Master Plan
- ❖ Fostering an atmosphere of collaboration (e.g. Interdisciplinary endeavors)
- ❖ Adjunct and new faculty mentoring and support

➤ **ACCESSIBILITY OF OFFERINGS**

- ❖ Web-enhancement and hybrid opportunities
- ❖ Non-traditional offerings (e.g. block schedules, accelerated courses, late start, etc.)
- ❖ Information literacy infused throughout academic experiences (also writing and critical thinking skills)

➤ **COLLABORATION & PARTNERSHIPS**

- ❖ Interdisciplinary collaborations
- ❖ Strengthen and augment internship opportunities and service learning opportunities
- ❖ SUNY transferability
- ❖ Articulation agreements
- ❖ K-16 initiatives, including Community College in the High School
- ❖ AA and Student Services working together on initiatives
- ❖ Enhance connections and bridges between Academic Affairs and CAPE
- ❖ Enhance connections with local industries

As noted at the outset, the Orange County Community College Academic Master Plan endeavors to provide the framework for decision making within the academic area of the College and to serve as a guide to resource allocation in the College's academic areas. Additionally, and in keeping with the intent of Priority I of the College's Strategic Plan, the Academic Master Plan offers guidance to other units of the College (Facilities, Enrollment Management, and Technology) as they develop their own plans in support of this document.

Where We Are Heading

The academic challenges over the next five years are great. As we continue to implement plans for the branch campus in Newburgh and plan for a revitalizing of the Middletown campus, focus must remain on not only maintaining high academic standards but on developing and adjusting academic programs that will meet the needs of students as we begin the second decade of the twenty-first century. The themes addressed by this Academic Master Plan are an effort to place a spotlight on those areas that will demand our constant attention as we move forward as an academic institution. Through assessment, program review and the accreditation process, ongoing reviews and adjustments must

continue to be made if we seek to remain relevant and vital. Where necessary, the academic leadership, along with the faculty, must have the vision and the courage to effect change where and when needed. Our students, especially in their under-preparedness, offer challenges to the institution on a scale that we have not previously faced. As a result, old ways and practices will not necessarily suffice as effective responses to the issues currently before us.

With the above noted, successful students are made in the classroom and not in planning documents. Their success is tied to the effectiveness of the instruction they receive. To that end, this institution will only thrive and prosper as long as planning documents such as this aid classroom effectiveness and provide the tools and the strategies that meaningfully support faculty in their efforts to educate our students. To that end, and as noted previously, this document must be viewed as a roadmap subject to change. And, while it offers our best thinking on where this institution needs to move academically, we should not be so shortsighted to assume that new ideas and innovation won't challenge the thinking presented here. For, unless we are open to change, we do a great disservice to those in our classrooms seeking what we promise – a quality education that enables each and every student to achieve their goals.

**BUSINESS,
MATH,
SCIENCE,
AND
TECHNOLOGY
DIVISION**

Introduction

The Business, Math, Science and Technology (BMST) Division consists of five academic departments: Applied Technologies; Biology; Business; Mathematics; and Science, Engineering and Architecture, as well as Learning Assistance Services. Within the BMST Division, three degrees are offered: Certificate, Associate of Science, and Associate of Applied Science. The distribution of degrees is as follows:

Applied Technologies Department

| | |
|---|-------------|
| Computer Information Technology (CIT) – Networking | AAS |
| Computer Information Technology (CIT) – Web Development | AAS |
| Computer Science | AAS |
| Cyber Security (<i>**A Hudson Valley Educational Consortium offering**</i>) | AAS |
| Electrical Technology – Telecommunications | AAS & Cert. |

Biology Department

| | |
|--|----|
| Jointly Registered Teacher Education Program (JRTEP) (Liberal Arts and Science) (<i>**This degree has concentration areas, some of which are in Biology</i>) | AS |
| Liberal Arts and Science / Mathematics & Natural Science | AS |

Business Department

| | |
|---------------------------|----------|
| Accounting | AAS & AS |
| Accounting Procedures | Cert. |
| Business Administration | AS |
| Business Management | AAS |
| Business Studies | Cert. |
| Clerical Office Assistant | Cert. |
| Marketing | AAS |
| Medical Office Assistant | Cert. |
| Office Technologies | AAS |

Mathematics Department

| | |
|--|----|
| Jointly Registered Teacher Education Program (JRTEP) (Liberal Arts and Science) (<i>**This degree has concentration areas, some of which are in Mathematics</i>) | AS |
| Liberal Arts and Science / Mathematics & Natural Science | AS |

Science, Engineering and Architecture Department

| | |
|--|-----|
| Architectural Technology | AAS |
| Engineering Science | AS |
| Liberal Arts and Science / Mathematics & Natural Science | AS |

In addition to the Division's degree programs, the Mathematics, Biology, and Science, Engineering & Architecture Departments provide offerings that meet SUNY General Education requirements. All BMST departments provide service courses in support of degrees in the Health Professions and Liberal Arts Divisions. Through rigorous academic offerings, students build foundations in business and science, technology, engineering and mathematics (STEM) areas, all critical to the economic health and growth of our county, region and country.

Relevancy of course content and currency of skills and techniques used in industry are critical to the success of the AAS degree programs in the Division. Cyclical program reviews and regular input from program advisory boards ensure degree program offerings are current. Keeping pace with technological and software changes in the workplace is imperative. To that end, the Division has twelve specialized computer labs, each outfitted with discipline-specific software applications.

The next steps in updating academic technology are: identifying computer technology and projection needs for labs and implementing a plan to outfit labs accordingly; identifying a standard for academic technology for classroom instruction and implementing a plan to outfit rooms accordingly; with the knowledge that a new Windows system is forthcoming, work collaboratively with ITS to develop a plan for PC or laptop replacements for academic faculty and staff.

The Division has made great strides in adopting the College's course management system (currently Angel). More and more faculty are enthused about the effectiveness of using this technological tool, students appreciate these asynchronous course resources, there is a resultant reduction in paper handouts produced by the College and the College is keeping pace with educational trends.

The vast majority of BMST course offerings take place in Harriman Hall, Horton Hall, Hudson Hall, Bio-Technology Building and the Tower Building in Newburgh. Within them, the BMST departments have twenty-nine specialized labs (including the twelve aforementioned computer labs). Other dedicated spaces include a seminar room (in the Business Department), two study reinforcement centers (Math Resource Room and BATCAVERN), greenhouses, educational gardens, and several informal learning spaces for students. Within the next five years, College plans call for the opening of Kaplan Hall in Newburgh, and the design of a new Science & Technology Building for the Middletown campus; projects that will greatly impact and improve the teaching and learning facilities throughout the BMST Division and provide opportunities to expand course offerings.

A new building on the Middletown campus would be very welcome given the current spatial constraints that the Division faces: during prime time (i.e. 9:00 am to 2:00 pm) there are no available classrooms for additional sections of courses; there is no space available for additional faculty offices; there is no space available for new informal learning spaces; facilities appear tired; inconsistent furniture and aesthetics exacerbates the image problem. The BMST Division must identify aging classrooms and prioritize them for a furniture replacement plan and upgrades.

In early efforts to manage the increased numbers of under-prepared students, the Mathematics Department has taken an active leadership role on the Developmental Oversight Team (DOT) and in dialogue with local high schools. Looking ahead, BMST concern for underprepared students underlies the need for each department/discipline to work collaboratively with Learning Assistance Services to design the best model of academic support possible for students in each discipline (e.g. online learning modules and support; regularly scheduled group study sessions; open, manned lab hours, etc.). In addition, discipline-driven Learning Community offerings will take on more importance.

Strategies that lead to student success and bolster preparedness must be shared and replicated. Through the College-wide administration of student satisfaction surveys in AY 2008-2009 and 2009-2010, data is available regarding student engagement in educational activities and active, collaborative learning strategies. Awareness of the effectiveness of these strategies presents an opportunity for a Division-wide dialogue on exemplary practices and shared dialogue on what works well for BMST content areas.

Under the broad umbrella of communication is advising students and providing clear, accurate and timely information. Communication between the Advising Center and academic departments is crucial for effective academic advising. Departmental websites are key access points for reliable, accurate and timely information about BMST courses, programs, and offerings.

Student club participation and endeavors have long been strengths in the BMST Division. Informal learning, community building and exposure to new experiences must be maintained and fostered. Faculty participation in such activities will continue to be encouraged and rewarded.

While each department or discipline is different and necessarily has distinct professional development needs in order to keep current, common professional development concerns across the BMST Division can be addressed together. For our adjunct faculty, it is important for the College to support mentorship of them to ensure consistency of content in multi-section courses and academic standards.

Taking cues from employers for whom our students will work and institutions to which our students will transfer, the BMST Division will adapt to changing conditions while maintaining rigorous academic standards and supporting students as they reach for their academic goals.

A College-wide baseline of sustainability content has been established (Summer 2010) to which a comparison can be made in the future. Over the course of the next five years, BMST Division departments will be involved with the development of an interdisciplinary course on Sustainability; broaden access to Internships, and in turn, broaden access for our students to local industry; expand business, math and science offerings at the Newburgh campus that lead to AS degrees there; explore new degree programs for both campuses; provide online and hybrid offerings that serve students whose schedules do not permit them to take all their classes at either campus. Pedagogic professional development focused on exploring and sharing successful techniques for engaging students is on the horizon as well as effectively utilizing technological tools for communication and delivery.

Underlying all plans for the future is the premise that a healthy full-time to part-time ratio for faculty has been reached and maintained to ensure responsible growth in offerings, ongoing curricular development, and increased student support. The goal for the BMST Division in the next five years is a 60% full-time to 40% part-time ratio.

➤ **CURRICULUM DEVELOPMENT**

- ❖ Maintaining currency
 - ❖ Responding to industry standards
 - ❖ Establishing a baseline of sustainability offerings
 - ❖ Identifying and prioritizing sustainability initiatives
 - ❖ Fostering an atmosphere of adaptation and openness to change
 - ❖ Identifying new and emerging career and transfer opportunities and develop, where practical, corresponding curricula
 - ❖ Using the campus as a laboratory
-

Each department in the BMST Division has specific curricular goals and emphases for the next five years (see below).

Applied Technologies

- Anticipate increased enrollment in AAS – Cyber Security and possible corresponding decrease in CIT-Networking enrollment. The department needs to be poised to make adjustments according to student demands and interest. Flexibility and versatility of faculty is critically important.
- Delete AAS – CIT-Web Programming program. Maintain web programming courses on books so as to have the flexibility to offer them as electives and/or service courses on a rotating basis in the future.
- Continue to increase the focus on renewable energy/green technologies in ET/Telecommunications degree.
- Develop “tracks” or specialization within the ET/Telecommunications degree (solar technology, bio-medical equipment technology), manage internship and market degree accordingly.
- Introduce gaming and other popular programming topics into long-term projects within the lab component of the Computer Science degree-specific coursework.

- Anticipate and engage in opportunities to collaborate with other departments on interdisciplinary projects (such as the Sustainable Bus Stop in AY 2009-2010).
- Create an opportunity to design a department-wide interdisciplinary project that includes aspects of Electrical Technology, Telecommunications, Networking, Data Communications, Computer Programming, data analysis and public presentation of work.
- Maintain currency in all degree programs by performing content review every three years. Perform ongoing, annual, collaborative, objective review of courses taught by multiple instructors.
- Explore the workplace demand for Certificates in Networking, Cyber Security, and Biomedical Equipment Technology.
- Work with AVP to determine which, if any, courses will be offered in a new facility and plan labs and instructional space accordingly.
- Provide service courses on Newburgh campus to support degree offerings.
- Coordinate with Hudson Valley Educational Consortium on offerings.

Biology

- Participate in sustainability-related offerings.
- Continue exploration of restructuring Introduction to Biology and Human Biology so as to provide a distinct introductory General Education science course and a distinct preparatory course for the Anatomy & Physiology course sequence.
- Identify faculty, and search for new, to offer Biology courses to support degrees and programs at Newburgh campus. Increase offerings at Newburgh to support the AAS – Nursing and AA - Liberal Arts and other identified degree programs.
- Identify which credit-bearing courses will be offered on a regular basis in the new greenhouse facility. Expand non-credit offerings in collaboration with local partner organizations. Restore: greenhouses, one to be a combination teaching/lab facility, the other a traditional greenhouse offering automatic heat, humidity, ventilation control, allow for development of cell culture/transgenic/PCR facilities in conjunction with development of the Botanical Center. This also provides an opportunity to link with “GREENR” (Global Reference on the Environment, Energy, and Natural Resources) network.
- Collaborate with Architectural Technology to develop a Landscape Design/Architecture program at Newburgh.
- Collaborate with Criminal Justice on the development of a Forensics course.
- Collaborate with SUNY New Paltz on a 2+2+2 Physician’s Assistant program.
- Conduct ongoing review of course objectives and outcomes on a regular basis. Perform ongoing, annual, collaborative, objective review of courses taught by multiple instructors.
- Usher Avian Biology through the internal Curriculum Committee to obtain approval to offer the course as a General Education science course.
- Plan impact of new Science & Technology Building in Middletown. Work with AVP to determine which courses will be offered in a new facility and plan labs and instructional space accordingly.

Business

- Manage programs on two campuses. Re-evaluate the original planned offerings at Newburgh. Plan business offerings based upon student numbers in existing degrees and student demand along with demand from industry. Coordinate with science and math departments to ensure offerings to support new programs will be met.
- Identify new and emerging trends in Business (e.g. operating web-based businesses, impacts of “green” and sustainable business practices). Propose new Business-related degree offering at Newburgh.
- Regularly assess outcomes of courses and degrees to ensure ASBSP accreditation and alignment with industry standards. Incorporate industry-driven content into coursework per recommendations from Advisory Boards, employer surveys, graduate surveys, and accreditation bodies.
- Keep pace with industry-driven software updates.
- Participate in SUNY transferability dialogue to ensure seamless transfer within the SUNY system for our students.
- Monitor demand for Keyboarding and web-based computer operations for business. Adjust emphasis accordingly.

Mathematics

- Utilize technological tools for support and reinforcement of mathematical concepts.
- Regularly review (department wide) Gen Ed courses to ensure objectives are being met; adjust content reinforcement according to findings.
- Review content of Technical Math 1 with faculty from Architectural Technology to ensure content relevancy and student preparation for discipline-specific courses.
- Advocate and plan for mathematics courses to become part of Learning Communities.
- Coordinate offerings at Newburgh with degree program needs.
- Expand on the Summer Immersion for students who place into developmental math courses or who receive a “Hold” in a spring section of a developmental math course.

Science, Engineering and Architecture

- Identify faculty, and search for new, to offer Chemistry and Physical Science courses to support degrees and programs at Newburgh campus. Increase offerings at Newburgh to support the AAS – Nursing and AA - Liberal Arts and other identified degree programs.
- AAS - Architectural Technology program to increase the emphasis on green building design practices. The 2010 model of the “Sustainable Bus Stop” might be used for future projects.
- AAS - Architectural Technology program to introduce and reinforce the use of BIM (Building Information Modeling) in coursework.
- Align content and outcomes of Engineering 1 with similar courses in the SUNY system (part of the SUNY transferability initiative). Also more closely align delivery of Engineering 1 in New Visions and on campus.

- Coordinate regularly and in an ongoing manner with programs for which science courses serve as service courses (Medical Laboratory Technology, Nursing, Dental Hygiene, and Engineering).
- Explore offering Astronomy as a hybrid course. Information gleaned from experiments with recent day sections and student borrowing of telescopes (underwritten by CTL Innovation Grant) to be used.
- Through regularly scheduled reviews, ensure that multi-section courses that have multiple instructors have consistent content and outcomes. Perform ongoing, annual, collaborative, objective review of courses taught by multiple instructors.
- Explore the development of a new introductory science focusing on earth and geological science content.
- Develop a new or transform an existing course that is focused on the science of energy.
- Plan impact of new Science & Technology Building in Middletown. Work with AVP to determine which courses will be offered in a new facility and plan labs and instructional space accordingly.

Learning Assistance Services

- Continue collaboration with academic departments and the Student Services Division for improvement of academic support and ease of access to programming associated with the Summer Institute and first semester Learning Communities for students who have placed into developmental courses and to participate in development of initiatives such as 20-hour intervention for DVH grade and evening Summer Institute.
- Partner with librarians and academic department chairs and faculty to develop an information literacy support student/tutor initiative for designated courses.
- Work with the department chairs of AAS programs to develop customized tutoring and learning assistance for majors.
- Focus on improved college study skills for gateway courses. The idea is that enhanced active learning and critical thinking will help students in the pre-Allied Health areas to be better prepared when they get to the AAS programs.

➤ **STUDENTS**

- ❖ Advising
 - ❖ Extracurricular activities
 - ❖ Learning Assistance initiatives
 - ❖ Library support
 - ❖ Retentions initiatives
-

The BMST Division is committed to supporting students both within the classroom and outside via clubs, structure for supplemental study, sponsorship of competitive academic ventures, and a wide array of enrichment activities and learning opportunities. The Division will continue all, and seek new, strategies that foster student growth for the foreseeable future.

Applied Technologies

- Maintain open lab hours for use by students.
- Develop a Learning Assistance Plan in collaboration with LAS to target struggling and under-achieving students and increase retention and academic success.

Biology

- Take lead on advising students who wish to major in or study Environmental Science.
- Continue to offer and rotate summer field study coursework (include opportunities for HS students).
- Via an Interdisciplinary Internship course, place interested and motivated students in internships related to their career goals.
- Clarify departmental policies regarding student research projects. Identify courses and opportunities and develop clear guidelines for conducting research.
- Regularly schedule end of semester Review Sessions.
- Work in collaboration with Allied Health department chairs to articulate the circumstance by which college-ready Allied Health students document satisfactory preparation to enter the Anatomy & Physiology sequence.
- Develop a Learning Assistance Plan in collaboration with LAS to target struggling and under-achieving students and increase retention and academic success.
- Continue to sponsor clubs and their field trips.

Business

- Work with Learning Assistance to develop discipline-specific support and house support materials in department labs.
- Develop a Learning Assistance Plan in collaboration with LAS to target struggling and under-achieving students and increase retention and academic success.
- Plan and publish a multi-semester guide to all Business degrees (at Middletown, Newburgh and online) course offerings for students to use as planning tools.
- Continue to sponsor clubs and student exposure to business practitioners through lectures, presentations and field trips.
- Seek exciting and challenging placement for student internships.

Mathematics

- Staff the Math Resource Room with a full-time staff member to ensure consistent and predictable support for students.
- Staff the Math Resource area in Newburgh with a part-time staff member to ensure consistent and predictable support for students.
- Develop a Learning Assistance Plan in collaboration with LAS to target struggling and under-achieving students and increase retention and academic success.
- Continue mentorship of students and foster participation in math competitions and related clubs.

Science, Engineering and Architecture

- Architectural Technology: Publish a three-year or year-round sequence of courses for students to use as an advising guide.
- Support field trips to ensure hands-on and immersion experiences (e.g. visit to wastewater treatment plants, construction sites, new buildings, geological formations, etc.).
- All department disciplines to develop a Learning Assistance Plan in collaboration with LAS to target struggling and under-achieving students and increase retention and academic success.
- Continue to sponsor clubs and opportunities for student exposure of science, engineering and architectural topics through lectures, presentations and field trips.
- Continue access for students to Continuing Education Units for local professionals.

➤ **UNDER-PREPARED STUDENTS**

- ❖ Dealing with increasing numbers while maintaining standards
 - ❖ Fostering proven initiatives (Block schedules, Learning Communities, etc.)
 - ❖ Clear communication between disciplines re: expectations and abilities of students
 - ❖ Expanding support for under-represented and at risk students
-

During the 2009-2010 academic year, the BMST faculty identified under-prepared students as their top concern.

Applied Technologies

- Work with Learning Community planning entity (i.e. the DOT) to incorporate a computer technology offering into a discipline-specific Learning Community core. Computer Literacy and/or Computer Applications and Graphics should be targeted to be part of a career-oriented Learning Community to provide support to under-prepared students who wish to pursue technology-related degrees.
- Periodically solicit feedback from English department on skills levels of students in developmental reading and writing courses to ensure faculty expectations are in line with student skill levels.
- Consider using existing models (Mathematics and Biology) or develop a unique model for end-of-semester review sessions.
- Explore options for mid-semester review sessions for students in academic trouble.

Biology

- Continue to support and enhance the BATCAVERN facilities and resources in Middletown.
- Enhance and bolster BATCAVERN facility in Newburgh.
- Work with Learning Community planning entity (i.e. the DOT) to incorporate a Biology offering into a discipline-specific Learning Community core. The included

course would be for under-prepared students who wish to pursue Allied Health-related degrees.

- Anticipate demand for science courses on the “permitted courses” lists. Solicit feedback from English and Mathematics departments on skills levels of students in developmental reading, writing and math courses to ensure faculty expectations are in line with student skill levels.
- Explore options for mid-semester review sessions for students in academic trouble.

Business

- Work with Learning Community planning entity (i.e. the DOT) to incorporate a business offering into a discipline-specific Learning Community core. Introduction to Business and/or Business and Society should be considered for inclusion in a career-oriented Learning Community to provide support to under-prepared students who wish to pursue business-related degrees.
- Anticipate demand for business courses on the “permitted courses” lists. Solicit feedback from English and Mathematics departments on skills levels of students in developmental reading, writing and math courses to ensure faculty expectations are in line with student skill levels.
- Consider using existing models (Mathematics and Biology) or develop a unique model for end-of-semester review sessions.
- Explore options for mid-semester review sessions for students in academic trouble.

Mathematics

- Develop a comprehensive plan for offerings and support for students who have under-prepared skills (pre-semester immersion, post-semester immersions, full-time staffing of Math Resource Facilities, intensive support for students who receive U grades, end-of-semester review sessions, and utilization of asynchronous technological tools).

Science, Engineering and Architecture

- Work with Learning Community planning entity (i.e. the DOT) to incorporate a science offering into a discipline-specific Learning Community core. The included course could be for under-prepared students who wish to pursue Allied Health-related degrees or could be a supported offering for students needing a General Education science course.
- Anticipate demand for science courses on the “permitted courses” lists. Solicit feedback from English and Mathematics department on skills levels of students in developmental reading, writing and math courses to ensure faculty expectations are in line with student skill levels.
- Consider using existing models (Mathematics and Biology) or develop a unique model for end-of-semester review sessions.
- Explore options for mid-semester review sessions for students in academic trouble.

Learning Assistance Services

- Streamline the developmental review process via development of Banner reports such as identification of students meeting criteria for exiting the program.

➤ **TECHNOLOGY**

- ❖ Regular replacement and maintenance plan
 - ❖ Ensuring instruction meets industry standards
 - ❖ Providing Angel Shells for course utilization
-

The College has made strides in equipping most lecture classrooms with internet service, computers and projection technology. Equipping labs throughout the BMST Division with instruction technology is a logical next step. Inextricably related to technological changes is the need to provide training for faculty in order for them to most effectively utilize classroom technologies.

Applied Technologies

- Staying current with computer technology changes are of paramount importance to this department.
- Ensure all second, third and fourth semester courses in department degrees are web-enhanced required.
- Explore feasibility of hybrid offerings. Identify appropriate courses and implementation plan.
- Prepare regular replacement plan for computer labs and software updates. BT 115, 117, 121, 253, 255, 357 to be included in computer replacement plan.

Biology

- Move toward permanent SMART technology in labs (i.e. switch from a mobile fleet of SMART carts to equipping labs with computer and projection equipment).
- Procure and train faculty to utilize a fleet of Elmo projectors for use in classrooms and labs.
- Increase the number of courses that have web enhancements.
- Explore feasibility of hybrid offerings. Identify appropriate courses and implementation plan.
- BATCAVERN to be included in computer replacement plan.

Business

- Increase hybrid course offerings. Provide leadership to other departments on pedagogical and scheduling exemplary practices for the hybrid format.
- Prepare regular replacement plan for computer labs and software updates. HA 210, 212, 215, 217 to be included in computer replacement plan.
- Effectively utilize classroom technology (SMART stations, etc.).

Mathematics

- Encourage utilization of Angel Shells.

- Familiarize faculty with and encourage them to encourage students to utilize asynchronous technological tools.
- HA 309 to be included in computer replacement plan.

Science, Engineering and Architecture

- Increase the number of courses that have web enhancements.
- CAD lab (BT 355) upgrades must be timed to Autocad (i.e. industry standard software) upgrades and associated computer requirements.
- Equip labs with computers, internet access and projection equipment.
- Identify rooms appropriate for SMART board (and other instructional technology) use.
- BT 355 to be included in computer replacement plan.

Learning Assistance Services

- Collaborate with academic departments to ensure that learning assistance support is meeting the needs of specialized academic areas. Identify specialized technology within identified courses with which students may need support.
- Collaborate with instructors, librarians and coordinator of instructional technology to develop ways to assist students in identified courses to access online resources for purposes to include development of learning skills, online research skills (*i skills*), maneuvering in Angel and mastery of the College information system.
- Establish web-enhanced tutor training opportunities.
- Research and implement report functions of our Tutortrac learning center management software for:
 - Tracking students who have placed into two or more developmental courses
 - Program assessment for Learning Assistance Services

➤ FACILITIES

- ❖ Equipment (establish a baseline then a regular replacement plan)
 - ❖ Furniture/furnishing (establish a baseline then a regular replacement plan)
 - ❖ Space (instructional space, storage space, office space, recognition that new buildings will have major impact, informal learning space for students)
-

Early and preliminary planning discussions have taken place regarding a new Science & Technology Building for the Middletown campus. This building would have a major impact on the BMST Division. Each department in the BMST Division would either move into a new building or be heavily impacted by space allocations in the existing buildings (Harriman Hall and Bio-Technology Building). As the planning for a new building mounts, this section of the AMP will surely be revised mid-stream.

Aging capitol equipment is also a concern in the BMST Division. Because of the specialized and therefore expensive nature of science and technology equipment, academic year 2010-

2011 will be used to identify equipment in need of replacement and prioritize a schedule for that replacement. Departmental plans thereafter will reflect this prioritization.

Applied Technologies

- Shift away from a fleet of projection carts to permanently installed projection equipment in labs.
- Renovate BT 121 to add one more row of computer stations (for a total of XX stations in the room). Also provide a U-shaped counter and appropriate electricity at rear of room for use by Computer Hardware and Maintenance course.
- Renovate BT 115 so as to accommodate the hands-on nature of Computer Hardware and Maintenance courses as well as other CIT courses.
- Identify aging capitol equipment and prepare a prioritized sequence for replacement.

Biology

- Renovation of the greenhouses will impact offerings (see Curriculum Development section above).
- Develop a strategic plan/master schedule of all existing labs and associated courses. Identify necessary equipment needed to maximize usage of labs and increase high-demand course offerings.
- Identify aging capitol equipment and prepare a prioritized sequence for replacement.

Business

- Upgrade instructional technology in Harriman Hall to keep pace with industry standards.
- Identify space to be allocated to Business faculty offices.
- Move toward developing a second “seminar-type” instructional space such as HA 203.

Mathematics

- Math Resource Room has outgrown its current location. Identify space to expand.
- Identify space to be allocated to Mathematics faculty offices.

Science, Engineering and Architecture

- Replace drafting tables in BT 353.
- Install curtain system to darken BT 355 (CAD lab) to enhance projection during day sections.
- Hire a part-time lab assistant to maintain and order science equipment, supplies and collections and to prepare labs.
- Identify aging capitol equipment and prepare a prioritized sequence for replacement.

Learning Assistance Services

- Improve the professional appearance and efficiency of the Tutorial Reception Area with Tutorial Center sign(s) and updated desk system furniture. Part of this is to prepare a list of all equipment, furnishing and furniture with a replacement date and cost associated with them.

➤ PROFESSIONAL DEVELOPMENT

- ❖ Technology training
 - ❖ Using CTL to address needs identified in AMP
 - ❖ Fostering an atmosphere of collaboration (e.g. Interdisciplinary endeavors)
 - ❖ Adjunct and new faculty mentoring and support
-

As computer technology continues to change at a rapid pace, so does instructional technology. It is imperative that the College provide training to faculty in order to ensure effective use of instructional technology.

In the BMST Division, mentoring and monitoring adjuncts is currently very department-specific. For the most part, this system works and relies on persons who are identified as responsible for adjunct mentoring to train and mentor new adjunct faculty. It is important to identify broader (i.e. pedagogical or classroom management) issues that impact adjunct instructors and provide support and mentorship for them.

Applied Technologies

- Faculty to obtain or maintain certifications in computer technology. Currency is vital to this department.
- Mentor adjunct faculty.

Biology

- Take the lead on training faculty in other departments on active learning strategies.
- Provide a forum for faculty who attend discipline-specific and pedagogically-oriented conferences, take graduate coursework or explore industry conditions to share findings, ideas and have dialogue within the department.

Business

- Provide a forum for faculty who attend discipline-specific and pedagogically-oriented conferences, take graduate coursework or explore industry conditions to share findings, ideas and have dialogue within the department.

Mathematics

- Train faculty to web-enhance courses.
- Train faculty to utilize asynchronous math skill development software.

- Provide a forum for faculty who attend discipline-specific and pedagogically-oriented conferences, take graduate coursework or explore industry conditions to share findings, ideas and have dialogue within the department.

Science, Engineering and Architecture

- Architectural Technology – Faculty to stay current with industry standards (proprietary software and freeware, developments and advances in building materials). Currency is vital to this program.
- Faculty to be trained in effective use of classroom and asynchronous technology and trends in communicating with students.

Learning Assistance Services

- Research feasibility of and plan for offering professional tutors a stipend for period of work rather than pay by the hour for sessions scheduled with tutees.
- Incorporate learning coach strategies into tutor training sessions beginning with FLO tutors as part of Learning Communities.

➤ ACCESSIBILITY OF OFFERINGS

- ❖ Web-enhancement and hybrid opportunities
 - ❖ Non-traditional offerings (e.g. block schedules, accelerated courses, late start, etc.)
 - ❖ Information literacy (also writing and critical thinking) infused throughout academic experiences
-

Applied Technologies

- Participate and collaborate in scheduling non-traditional offerings. Use demographic data to determine feasibility of non-traditional offerings of degrees.
- Participate in College-wide discussions on information literacy and critical analysis by students. Periodically review CIT 100 – Computer Literacy delivery and content.
- Increase internship opportunities.

Biology

- Continue wide variety of selection, offerings and course times at locations and in various formats (DL, hybrid, web-enhanced, etc.).
- Participate in development of interdisciplinary internship opportunities.
- Participate in College-wide discussions on information literacy and critical analysis by students.

Business

- Increase internship opportunities.
- Increase online and hybrid offerings (see Curriculum Development).
- Participate and collaborate in scheduling non-traditional offerings.
- Participate in College-wide discussions on information literacy and critical analysis by students.

Mathematics

- Continue wide variety of selection, offerings and course times at locations and in various formats.
- Participate and collaborate in scheduling non-traditional offerings.
- Participate in College-wide discussions on information literacy and critical analysis by students.

Science, Engineering and Architecture

- Participate and collaborate in scheduling non-traditional offerings.
- Increase internship opportunities.
- Participate in College-wide discussions on information literacy and critical analysis by students.

➤ COLLABORATION & PARTNERSHIPS

- ❖ Interdisciplinary collaborations
 - ❖ Strengthen and augment internship opportunities and service learning opportunities
 - ❖ SUNY transferability
 - ❖ Articulation agreements
 - ❖ K-16 initiatives
 - ❖ AA and Student Services working together on initiatives
 - ❖ Connections and bridges between AA and CAPE
 - ❖ Connections with local industries
-

It is so important to have dialogue and exchange externally. External dialogue provides a yardstick by which college personnel can measure trends, workforce needs and expectations, ensure transferability, and learn about what works and doesn't work at other institutions and why.

Collaborations and partnerships are already strengths of the BMST Division. It is important to maintain our relationships with other institutions and to seek strategic ways to increase or improve collaborations and partnership (e.g. via partnering on grants and the Hudson Valley Educational Consortium).

Applied Technologies

- Participate in interdisciplinary projects and offerings.
- Increase articulation agreements.
- Increase internship and relationships with area employers.
- Develop relationships with high school and workforce development agencies.
- Coordinate with CAPE to provide complimentary offering and portability (i.e. articulation agreements on skills courses).

Biology

- Maintain and perhaps increase CCHS offerings (including New Visions). This will require an internal coordinator within the department.

- Continue participation in SUNY Purchase STEM Bridge program.
- Pursue articulation agreements with baccalaureate granting institutions that will benefit students.

Business

- Continue CCHS offerings.
- Continue participation with SUNY New Paltz Community College Board.
- Participate in SUNY transferability dialogue.
- Participate in development of Interdisciplinary offerings (internship, sustainability) to ensure math skills reinforced.
- Maintain and expand relationships and articulation agreements with upper division schools.
- Maintain active Advisory Board to provide valuable insight into industry standards and changes.
- Maintain and expand relationship to High School Academies.

Mathematics

- Continue CCHS offerings.
- Continue participating in Faculty Exchange dialogue.
- Continue active dialogue with BOCES.
- Continue participation with SUNY New Paltz Community College Board.
- Participate in SUNY transferability dialogue.
- Participate in development of Interdisciplinary offerings (internship, sustainability) to ensure math skills reinforced.
- Sponsor middle school or high school Math competitions.

Science, Engineering and Architecture

- In conjunction with Mathematics department, hold science competitions for MS or HS students.
- Continue participation in SUNY Purchase STEM Bridge program.
- Participate in Faculty Exchange dialogue.
- Update and establish articulation agreements with upper division schools for AAS – Architectural Technology program and AS – Engineering Science program.
- If Architectural Technology enrollments increase, split fourth semester into tracks (one for those who wish to transfer, one for those who wish to enter the workforce).
- Coordinate with the Hudson Valley Educational Consortium on the AAS - Green Building Maintenance and Management degree.

**HEALTH
PROFESSIONS
DIVISION**

Introduction

The Health Professions Division offers a variety of programs and classes to assist individuals aspiring to enter healthcare careers. The excellence of each program is evidenced by our graduates' high scores on licensing board exams and high employment rates. All programs are fully accredited by their respective accrediting agency for their fields.

The Division includes the departments of Dental Hygiene, Diagnostic Imaging, Laboratory Technology, Movement Science, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Athletics and Instructional Technology. Degree and credit certificate programs within these departments include:

| | |
|---|-------|
| Dental Hygiene | AAS |
| Emergency Management (<i>**A Hudson Valley Educational Consortium offering**</i>) | AAS |
| Exercise Studies | AS |
| Medical Laboratory Technology | AAS |
| Nursing | AAS |
| Occupational Therapy Assistant | AAS |
| Phlebotomy | Cert. |
| Physical Therapist Assistant | AAS |
| Radiologic Technology | AAS |

The Division continues to offer continuing education opportunities via Continuing Educational Units (CEU's) and/or non-credit training to professionals in the health professions independently and in collaboration with Orange County Community College's Continuing and Professional Education department.

The Divisions' plan is the result of the hard work and dedication of the department chairs and faculty. They have worked extensively, seeking input from multiple sources both internally and externally, to construct a plan that builds upon the foundation of previous plans while assessing their current academic strengths and future needs. This updated plan serves as a five-year roadmap to guide and shape future decision-making for the Division as well as the individual departments. The plan is dynamic in nature, and progress toward its implementation will be regularly evaluated and refined as internal and external developments warrant.

The evidence pointing to engaged, full-time faculty as one of the most important factors in student retention and success on community college campuses is substantial and mounting. The need to increase the number of full-time faculty within the Division to ensure student success is identified as a major objective. It is the aim of the Division to

increase the number of full-time faculty through the development of an annual process of prioritization for new full-time faculty as well as faculty retirements and resignations.

From 2010 forward, the following planning goals are representative of the collaborative vision of the Health Professions Division in addressing the needs of the department chairs, faculty, staff, and students, as well as the community at large.

➤ **CURRICULUM DEVELOPMENT**

- ❖ Maintaining currency
 - ❖ Responding to industry standards
 - ❖ Establishing a baseline of sustainability offerings
 - ❖ Identifying and prioritizing sustainability initiatives
 - ❖ Fostering an atmosphere of adaptation and openness to change
 - ❖ Identifying new and emerging career and transfer opportunities and develop, where practical, corresponding curricula
 - ❖ Using the campus as a laboratory
-

Health Professions Division

- Investigate the feasibility of expanding existing Division programs to the Newburgh Campus.

Dental Hygiene

- Continue to explore additional offerings; CEU initiatives for the professional community.

Laboratory Technology

- Continue to assess MLT and Phlebotomy programs and maintain currency in the curriculum.
- 2 full-time faculty members must be hired to cover additional courses that have been offered as well as Newburgh offerings. A part-time clinical coordinator is also needed.
- Phlebotomy proctor meeting was held last spring for feedback on improvements to the program. This should be continued periodically.
- Curriculum changes need to be made including the addition of clinical hours prior to registering the program with the NYS Department of Education. The department would like to add a seminar class as part of these changes.
- Register the MLT program with NYS Department of Education prior to 2013.
- Work with Admissions and Registration area to have Phlebotomy students streamlined into the regular registration process and have the registration of these students be removed as a departmental responsibility.
- Hire a technical assistant for the Newburgh offering of Microbiology for the Health Professions. (Initially, this position can be part-time.)
- Create a track for all students who have a B.S. or B.A. degree in Biology and or Chemistry to take courses and be eligible to take the Medical Technologist licensing exam.

Movement Science

- Implement new course sequence for Exercise Studies degree.
- Expand Personal Training to include a Capstone project.
- Develop a new Public Health major within the Hudson Valley Educational Consortium in collaboration with SUNY Albany.
- Upgrade equipment in the weight room and human performance laboratories in order to maintain currency.
- Accreditation is needed to maintain industry standards.
- Infuse sustainability into Concepts & Health curriculum.

Nursing

- Maintain currency and sustainability of program offerings.
- Foster an atmosphere that is open to change.
- Create new electives for nursing students: Patho-physiology, Professional Issues and Health Assessment.
- Implement Pharmacology as a required Nursing course.
- Change Elements of Chemistry and Physics to General Chemistry 1.
- Study curriculum of all levels to assure sustainability.

Occupational Therapy Assistant

- Emphasize sustainability in the rehabilitative process, with focus on assisting consumers in a “green” approach to daily living activities.

Physical Therapist Assistant

- Foster an environment of sustainability in the classroom, laboratory and clinical settings.
- Investigate potential transfer agreements with universities offering DPT degrees.
- Monitor PTA program curriculum for currency and modify the program as needed to match industry standards.

Athletics

- Develop the position of athletic trainer to help maintain the quality of student athlete development, support and safety.

Instructional Technology

- Develop three new positions to help maintain the quality of online and onsite instruction with the use of online technologies and to help maintain the growth of online education to include: one full-time instructional designer, one full-time secretary, and one full-time technical assistant.
- Develop quality standards that will guide the program in meeting institutional commitment to quality in delivering instruction.
- Assist all interested faculty at all levels of expertise in the process of incorporating the use of technology into their instructional and scholarly endeavors.

➤ **STUDENTS**

- ❖ Advising
 - ❖ Extracurricular activities
 - ❖ Learning Assistance initiatives
 - ❖ Library support
 - ❖ Retentions initiatives
-

Dental Hygiene

- Continue to provide opportunities for student input (e.g. surveys, course assessments) to determine student needs.
- Promote effective advising of Dental Hygiene students.

Diagnostic Imaging

- Continue to provide opportunities for student input (e.g. surveys, course assessments) to determine student needs.
- Promote effective advising of Radiologic Technology students.

Laboratory Technology

- Offer continuing education sessions to department faculty, students, as well as members from all health professions.
- Maintain club sponsorship and support community outreach projects.
- Assist students with licensure and certification requirements.

Movement Science

- Continue to support students who pursue the NCSF Personal Training Certification.
- Foster and support students who take on Capstone projects.
- Revitalize exercise studies club.
- Offer “Lunch-n-Learn” programs.
- Professional visits for majors.
- Web-enhanced study groups to provide learning assistance initiatives.
- Meet with advisees at 8 weeks to ensure retention.

Nursing

- Maintain small class sizes and safe clinical ratios.
- Increase support for the evening nursing program.
 - Additional technical support and required lab space.
 - Secretarial support.
 - Additional faculty.
 - College support: LRC, security, campus nurse, etc.
- Investigate offering courses out of sequence.
- Obtain more space on the Middletown campus for the development of Nursing Laboratories that supports the technological needs of the Nursing curriculum.
- Expansion of distance education for nursing students.
- Maintain the currently grant funded tutoring and remediation center.

- Establish an advisement center for nursing students.
- Encourage student participation in extracurricular activities.
- Continue to research ways to enhance retention.

Occupational Therapy Assistant

- Continue to provide opportunities for student input (e.g. surveys, course assessments) to determine student needs.
- Promote effective advising of Occupational Therapy Assistant students.

Physical Therapist Assistant

- All three full-time PTA program faculty will provide advising to both pre-PTA and PTA enrolled students.
- Expand the PTA club activities to include community service.
- Maintain working copies of current PTA textbooks and reference books in the library.

➤ **UNDER-PREPARED STUDENTS**

- ❖ Dealing with increasing numbers while maintaining standards
 - ❖ Fostering proven initiatives (Block schedules, Learning Communities, etc.)
 - ❖ Clear communication between disciplines re: expectations and abilities of students
 - ❖ Expanding support for under-represented and at risk students
-

Health Professions Division

- Plan to serve non-traditional students based upon data and analysis generated by Institutional Research/College and Departments within Health Professions.
- Study the possibilities of more flexible scheduling to meet student needs.

Movement Science

- Add more Intro Classes to deal with increasing numbers.
- Block schedules for majors PEM/PED in order to foster Learning Communities.

Physical Therapist Assistant

- Maintain active faculty office hours within the program for currently enrolled students.
- Assess non-core courses for expectations and abilities during interdisciplinary meeting bi-annually.

➤ **TECHNOLOGY**

- ❖ Regular replacement and maintenance plan
 - ❖ Ensuring instruction meets industry standards
 - ❖ Providing Angel Shells for course utilization
-

Dental Hygiene

- Refurbishment of clinical equipment – dental units.
- Replacement of large clinical equipment – auto processor.

Laboratory Technology

- Replace departmental computers on a three-year cycle.
- Equip laboratory spaces with SMART classroom technology and SMART boards.
- Replace department copier on a four-year cycle.

Movement Science

- Establish a technology replacement schedule.
- Complete a program review in order to ensure instruction is meeting industry standards.
- Provide technology training to movement science faculty and staff in Angel.

Nursing

- Ongoing upgrades and replacement of technology.
 - Faculty and staff PC's/laptops with related software.
 - PC's for student use for periodic standardized testing purposes.
- Replacement of all outdated nursing instructional media (for example: VHS tapes in the LRC).
- Update nursing methods to deliver better instructional format to students (for example: web site; BATCAVERN; LRC).
- Create nursing computer laboratory to enhance student learning.
- Create new instructional recordings.
- Utilize current computer technologies to enhance student learning.
- Replace outdated instructional equipment in multisensory lab and BT 229.
- Web-enhance multisensory laboratories.
- Upload learning solution videos on a server.
- Incorporate use of electronic medical records (E-MAR), Bar code and PIXIS (Medication Administration Software/Hardware Systems) into multisensory lab.
- Offer support courses, documentation courses, and clinical calculations courses in a hybrid format.
- Utilize standardized tests, test banks.
- Provide new faculty with continuing education opportunities in test construction and item writing analysis consistent with NCLEX test plan.
- Test students online outside of class time, to conserve instruction time and provide students with online testing experiences.
- Purchase a test scanner with higher level item analysis functioning.
- Utilize videoconferencing for communication purposes between Middletown and Newburgh campuses.
- Provide a format so that students on both campuses can access videos and DVD instructional materials via secure streaming server.

Occupational Therapy Assistant

- Upgrade the equipment within the OTA lab to enable students to experience state-of-the-art therapeutic programs.
- Maintain faculty and staff PC hardware and software.

Physical Therapist Assistant

- Monitor and upgrade PTA program equipment as needed to ensure classroom and laboratory experiences meet clinical standards.
- Maintain existing equipment for safety and replace old irreparable equipment.
- Provide Angel Shells for each PTA program course.
- Provide two additional computer stations for faculty and student use in the PTA laboratory.

Instructional Technology

- Replace instructional technology laptop computers in order to continue with up to date faculty hardware and software training programs.

➤ FACILITIES

- ❖ Equipment (establish a baseline then a regular replacement plan)
 - ❖ Furniture/furnishing (establish a baseline then a regular replacement plan)
 - ❖ Space (instructional space, storage space, office space, recognition that new buildings will have major impact, informal learning space for students)
-

Health Professions Division

- Study the possibilities of more flexible office space and equipment storage to meet department needs.

Dental Hygiene

- Refurbish clinic waiting room.
- Replace lockers in locker room.

Laboratory Technology

- Modernize laboratory spaces with new counters, desks, sinks, updated equipment and furniture.
- Replace 40-year old shades and curtains on windows at the roof level of the building in all department labs.
- Modernize all office spaces with new desks, chairs, rugs or tile.
- Paint office spaces.
- Modernize BT 313 conference room with technology, new furniture, shades, chairs, rugs, etc.
- Purchase required equipment and supplies for the Microbiology laboratory and lectures in Newburgh.

- As space is vacated by the science departments when they move to their new building, the department would like to create a seminar space and a working laboratory room in that area. This space can be used as a functional lab space where students can simulate a real lab experience and used for exit practical evaluation and preparation for the licensing exam.
- Create a Histology lab in BT 300 with new furniture, cabinets, counters, desks, technology and equipment.
- Continue to update equipment and purchase a chemistry analyzer.

Movement Science

- Modernize equipment in the weight room to improve safety, facilitate learning experiences, enhance student athlete training programs, and support accessibility for students with special needs.
- Update equipment in the Human Performance Lab to better provide Exercise Studies majors with modernized technology.
- Refurbish racquetball courts, especially court number three due to its extremely poor condition.
- Trade tables for desks.
- Examine existing space constraints; reorganize storage of academic equipment; explore the need for additional space in collaboration with facilities.
- Dig out under the gym floor.

Nursing

- Upgrade and replace office furniture as needed.
- Upgrade telephone system.
- Improve instructional equipment.
- Create study space for students in the Bio-Technology building.
- Assure adherence to sustainability initiatives.

Occupational Therapy Assistant

- Modernize space in the OTA Laboratory to support the Center for Assistive and Rehabilitative Technology.

Physical Therapist Assistant

- Monitor equipment for signs of wear and needs of repair or replacement as appropriate/indicated.
 - Laboratory furniture – replace laboratory “tables” 1-2 years.
 - Laboratory computer stations.
 - PT specific equipment – inspected annually.
 - Faculty and staff office needs.
- Annually assess for classroom/laboratory space needs.

Athletics

- Modernize equipment in the weight room to improve safety and enhance student athlete training programs.

- Refurbish racquetball courts, especially court number three due to its extremely poor condition.
- Resurface tennis courts; condition of surface is over ten years old and is starting to show deterioration. Proactive maintenance will save money and avoid larger surface problems in the future.

➤ **PROFESSIONAL DEVELOPMENT**

- ❖ Technology training
 - ❖ Using CTL to address needs identified in AMP
 - ❖ Fostering an atmosphere of collaboration (e.g. Interdisciplinary endeavors)
 - ❖ Adjunct and new faculty mentoring and support
-

Health Professions Division

- Promote and provide professional development and technology training opportunities for faculty and staff.

Movement Science

- Utilize technology training available on campus for all faculty members.
- Utilize the CTL Portfolio to address needs of under-prepared students.
- Develop faculty handbook and mentoring program.
- Encourage all full-time faculty to attend a professional conference.
- Cultivate the branding/profile of the exercise science program.

Nursing

- Consider faculty application for sabbatical to perform in-depth curriculum reviews and redesign to meet needs of students in the 21st century.
- Develop new faculty mentoring program.
- Explore avenues of reimbursement for faculty to continue their education through non-credit and credit coursework.
- Assure simulation training and technical support for faculty.
- Host a conference for nursing education focusing on curriculum design and course evaluation.
- Encourage Certified Nurse Educator status.
- Utilize technology training available on campus for all faculty members.
- Use the CTL center for enhancing instructional techniques.

Physical Therapist Assistant

- Monitor and assist in the maintenance of mandatory clinical education of the PTA program faculty.
- Provide technology training to all PTA program faculty and staff.
- Provide mentoring and support to new faculty.
 - New ACCE to begin August 2010.

➤ **ACCESSIBILITY OF OFFERINGS**

- ❖ Web-enhancement and hybrid opportunities
 - ❖ Non-traditional offerings (e.g. block schedules, accelerated courses, late start, etc.)
 - ❖ Information literacy (also writing and critical thinking) infused throughout academic experiences
-

Dental Hygiene

- Expand web-enhanced (optional and/or required) offerings as necessary.
- Study the possibilities of more flexible scheduling to meet student needs.

Diagnostic Imaging

- Expand web-enhanced (optional and/or required) offerings as necessary.
- Study the possibilities of more flexible scheduling to meet student needs.

Laboratory Technology

- Expand web-enhanced (optional and/or required) offerings as necessary.
- Study the possibilities of more flexible scheduling to meet student needs.

Movement Science

- Expand web-enhanced (optional and/or required) offerings as necessary.
- Study the possibilities of more flexible scheduling to meet student needs.
- Infuse and assess information literacy, critical thinking, and sustainability topics in all PES and PEM courses.
- Offer evening sections of Substance Abuse, Contemporary Health; Saturday sections of Wellness.
- As a movement department we strive to meet both directives (offer classes at all times and days, also offer all types of activity class so everyone can *move*).

Nursing

- Expand web-enhanced (optional and/or required) offerings as necessary.
- Study the possibilities of more flexible scheduling to meet student needs.

Occupational Therapy Assistant

- Explore the feasibility of offering Distance Learning (fully online) education courses.
- Expand web-enhanced (optional and/or required) offerings as necessary.
- Study the possibilities of more flexible scheduling to meet student needs.

Physical Therapist Assistant

- Offer all PTA program courses as web-enhanced (optional or required) within 2 years.
- Provide a portion of PTA program course offerings in block schedule format.
- Foster classroom and laboratory experiences increasing the inclusion of critical thinking and problem solving skills.

➤ **COLLABORATION & PARTNERSHIPS**

- ❖ Interdisciplinary collaborations
 - ❖ Strengthen and augment internship opportunities and service learning opportunities
 - ❖ SUNY transferability
 - ❖ Articulation agreements
 - ❖ K-16 initiatives
 - ❖ AA and Student Services working together on initiatives
 - ❖ Connections and bridges between AA and CAPE
 - ❖ Connections with local industries
-

Diagnostic Imaging

- Re-establish the Nuclear Medicine certificate program in collaboration with CAPE.
- Explore the feasibility of offering a Computed Tomography Certificate program in collaboration with CAPE.

Laboratory Technology

- Continue to work with the English Department and the Writing Consultancy to provide Technical Writing courses.
- Work with local, state and national chapters of laboratory organizations to offer regional meetings and continuing education for our students, faculty and the community.

Movement Science

- Collaborate with SUNY Albany to develop a new Public Health major within the Hudson Valley Educational Consortium.
- Collaborate with Facilities to explore new alternatives for storage of athletic equipment and general use equipment (chairs, gym coverings) to improve safety, security, and building compliance issues.
- Working diligently on transferability of SUNY students.
- Explore offering/developing more CEU programs.
- Maintain existing facility hours and begin to expand fitness classes and programs.

Nursing

- Foster an atmosphere of collaboration with all departments to enhance course offerings and collegiality.
- Collaborate with Orange-Ulster BOCES for LPN-RN course.
- Explore articulation agreements for ADN to BSN.
- Continue to plan for collaboration with local hospitals for simulation.
- Encourage the development of an internship program for nursing students through CAPE at all levels.
- Continue to work in the establishment of a Paramedic program.
- Explore the possibility of the re-establishment of a workforce development grant through the Orange County Workforce Investment Board.

Occupational Therapy Assistant

- Enhance and expand services offered through the Orange County Community College Center for Assistive & Rehabilitative Technology.
 - Establish Assistive Technology services on the Newburgh campus.
- Seek grant funding for a mobile outreach Assistive Technology unit in collaboration with grants and or institutional development.
- 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 a 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, Architecture and Engineering programs to enhance a co-teaching concept related to pre-school education, environmental modifications and assistive technology.
- Explore the potential for a Health Education Consortium with Ulster, Sullivan, Dutchess and Rockland Community Colleges to offer a collaborative AAS degree in Occupational Therapy Assistant.

Physical Therapist Assistant

- Investigate possible transfer agreements with programs offering DPT degrees.
- Collaborate with clinical education sites and employers of recent graduates of the program to meet current industry standards.
- Assess PT community needs for continuing education offerings in collaboration with CAPE.

Athletics

- Collaborate with Student Activities and Facilities to explore the feasibility of a College Marquee that would be used for College announcements and events; utilized by student activities, music and theater, cultural affairs, recreation and athletics and anyone else wishing to advertise or promote events.

**LIBERAL
ARTS
DIVISION**

Introduction

In the next five years, the Liberal Arts Division will continue to offer an ever-wider variety of courses in service to degree programs College-wide, as well as specific degree and certificate programs. The Division will also continue to work 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. At the same time, the Division has already begun more proactively to reach out across campuses and across the county to find solutions to some of the most pressing problems facing students, including under-preparedness and an increasingly competitive job market. Through its rigorous courses and programs and its comprehensive and innovative support, the Liberal Arts Division 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 Liberal Arts Division includes the departments of Arts and Communication, Criminal Justice, Education, English, Global Studies, and Psychology/Sociology. 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 employ a variety of innovative instructional methods in both the classroom and the online environment, frequently in combination. In addition, they are continuously engaged in pursuing new academic initiatives and professional development activities that benefit the entire Orange County community. Liberal Arts degrees and certificates include:

| | |
|---|--------------|
| Criminal Justice | AS |
| Criminal Justice – Police | AAS |
| Early Childhood Development & Care | AAS & Cert. |
| Fire Science | AAS |
| Honors Program | AA, AS & AAS |
| Human Services | AS |
| International Studies | AA |
| Jointly Registered Teacher Education Program (JRTEP) (Liberal Arts and Science) | AA & AS |
| Law Enforcement/Security | Cert. |
| Liberal Arts: Humanities & Social Science | AA |
| Liberal Arts: Individual Studies | AS |
| Performing Arts: Music | AAS |
| Teaching Assistant | Cert. |
| Visual Communications Technology: Graphic Arts/Printing | AAS |

The addition of the three new themes (under-prepared students, facilities, and accessibility) to the Academic Master Plan emphasizes the Liberal Arts Division's concern that the College continue to find new ways to serve our ever-changing student population. With the significant increase in the number of students placed in developmental classes, especially reading and writing, the Division is taking a leadership role in developing new strategies and new programs designed to enable students to complete their developmental requirements as effectively and quickly as possible. The Developmental Oversight Team, formed by Vice President for Academic Affairs Richard Heppner, combines the efforts of department, division, and student services leaders to create innovative programs that not only address the needs of entering students but also reach out to educators countywide to collaborate on strategies to prevent students from needing remediation before they reach our doors. "Under-prepared" is a term that can also be applied to students who have entry-level college skills but are frequently unprepared for the demands of college work. Members of the English and other departments will continue to work closely with faculty across campus to address the needs of these students through clearly communicating expectations—from the first day of class to each and every assignment. Making all the opportunities the College has to offer available to as many students as possible is also paramount in our plans for the next five years. With Newburgh as a full-fledged campus, Liberal Arts now offers full degree programs, including Criminal Justice AA and AS, Human Services AS, and the AA in Liberal Arts. In addition, online offerings have increased substantially and will continue to do so, serving students whose schedules do not permit them to take all their classes at either campus. The addition of Kaplan Hall and renovation of the Tower building will also enable the Liberal Arts Division to accommodate more degree-seeking students in Newburgh, and the planned building projects on the Middletown campus will help ensure that buildings and equipment remain state-of-the-art.

We look forward to the opportunities and challenges of the next five years and most especially to the collaborations that make lasting change possible. The summaries below are the result of just such collaboration on every level, including discussions at division, department, and academic leadership meetings.

➤ **CURRICULUM DEVELOPMENT**

- ❖ Maintaining currency
 - ❖ Responding to industry standards
 - ❖ Establishing a baseline of sustainability offerings
 - ❖ Identifying and prioritizing sustainability initiatives
 - ❖ Fostering an atmosphere of adaptation and openness to change
 - ❖ Identifying new and emerging career and transfer opportunities and develop, where practical, corresponding curricula
 - ❖ Using the campus as a laboratory
-

Arts and Communication

- Continue to develop and provide courses that offer a wide range of knowledge and diversity in the arts and communication areas. Investigate expanded interdisciplinary offerings.

- Maintain qualified faculty and seek additional full-time faculty.
- Continue to pursue the merger of digital media offerings into one degree program with options.
- Continue to develop, support, market, and increase access to and participation in cultural programming that relates to academic programs across campus while also serving the community's cultural needs.
- Review and revise AAS degree programs in Visual Communications and Performing Arts: Music in order to stay current with academic and industry standards.
- Explore revision of Art curriculum in terms of scheduling and course credit loads.
- Offer *Private Music Instruction* during the summer.
- Explore the possibility of creating summer music camps.
- Assess, propose, and implement a new degree program in Theatre Arts.
- Establish effective advisory boards for AAS degrees in Visual Communications and Music.
- Explore the idea of a Capstone experience as a celebration of student achievement.

Criminal Justice

- Continue collaboration with the Hudson Valley Educational Consortium to support their programs, including Cyber Security and Fire Science.
- Develop new classes: Constitutional Issues in Criminal Justice, Ethical Issues in Criminal Justice and Terrorism and Society.
- Modify our AS degree in Criminal Justice to better reflect other Criminal Justice components, such as Probation and Parole and Corrections.
- Develop a Forensic Psychology Program and explore the feasibility of a Forensic Science Program.
- Implement more diverse scheduling by experimenting with Friday and Saturday classes, as well as AM and PM express courses, DL and hybrid courses.

Education

- Continue research, visits, and discussions on lab schools to aid in the planning of the anticipated Lab School so it is most beneficial to the education students and local community children.
- Collaborate/assist in all phases of planning for new Lab School in Middletown.
- Host an orientation meeting in August for our cooperating teachers to discuss their role in our 90-hour student teaching experience.
- Assess current distribution of observation hours in AAS in Early Childhood Development and Care and discuss the possibility of spreading those hours out among more courses, to allow for a more varied content-focused use of observation time.
- Continue research and begin implementation of an Early Childhood evening cohort option, in which working students could complete their degree by attending entirely in the evening.
- Replicate our Hands-on Learning Lab on the Newburgh campus.
- Utilize a social networking site like Facebook for our AAS graduates to stay in contact with us and with one another. This could serve as an employment

networking tool, as well as a way for us to keep in touch with our graduates for program feedback and field placement sites.

- Identify key curricular goals for the Early Childhood program and discuss how to infuse these in all courses.

English

- Continue to field test department final for Basic Writing Skills 2 and determine whether or not to implement it. Also, develop field test for department final in Freshman English 1.
- Evaluate outcomes in English courses offered through the Community College in the High School Program.
- Investigate broadening criteria for placement into Freshman English 1 with support module. Expand number of sections of Freshman English 1 with support modules as necessary.
- Insure quality of, and access to, Gen Ed courses. Complete Gen Ed assessments and evaluate and implement feasible changes.
- Continue to plan for Writing Consultancy Project and other English Department needs in Newburgh.
- Continue to offer courses for broad range of knowledge in artistic, cultural and diversity areas.
- Formalize a process for recommending cultural affairs programming – authors, speakers, workshops, etc. – sponsored by the department.
- 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 via the Writing Consultancy Project.

Global Studies

- Expand language offerings based on student and program needs.
- Review course offerings to ensure currency, removing courses no longer applicable and adding courses to meet the latest advances in our five areas as they relate to international studies and globalization in general.
- Develop more courses for online delivery, including courses taught jointly with international institutions (COIL) to provide students opportunities to make contact with faculty and students abroad.

Honors

- Continue to improve and increase educational opportunities for Honors students by: increasing the number and types of courses following the program Student Learning Outcomes; providing additional opportunities for non-classroom/experiential learning; developing evening and summer course options to improve access; establishing and expanding into other academic disciplines such as Business, Sciences, Health Professions, Math and other career programs.
- Ensure adequate staffing in terms of faculty, advisors, support staff, etc.

- Continue to increase—in a controlled manner—the size of program (student and faculty participants) through recruiting internally and externally; enhancing retention; providing student scholarships; and recognizing and promoting faculty and students.
- Broaden students’ cultural perspectives and civic responsibility and provide numerous opportunities for social, cultural and leadership experiences (on and off campus); developing a sense of community with the students and faculty participants; and collaborating with various (internal and external) communities.
- Establish and then develop a presence on the Newburgh campus.

Psychology/Sociology

- Look at PSY 100 – Psychology of Adjustment, to see “where this course fits” in today’s offerings. Consider course changes, removal, etc.
- Review course offerings. Given the decrease in full-time faculty over the past 14 years, several courses have not been offered. The department would like to look at possibly bringing these courses back and how to manage the offerings with the demand for General Psychology 1. A reduction in section offerings of General Psychology 1 is not possible with the increased enrollment across campus. In fact, Health Professions programs, such as Diagnostic Imaging and Physical Therapist Assistant have asked for additional sections for their students. At the same time, the demand for upper level courses continues, as does the need for at least one full-time faculty member in Psychology to offer the courses and meet advising needs.
- Continue to request a new full-time instructor in Psychology to help meet the demands for courses/sections. Also, the person sought would be one who could contribute new ideas to the department. Finally, this person would provide full-time representation and advising for the proposed Forensic Psychology Degree Program, as well as the Human Services Certificate.
- Attempt once again to work with the non-credit area to develop a program to provide in-service training for area human service agencies. The program would include an opportunity for enrollees to complete the training, take an exam, and receive credit toward a newly developed Human Services Certificate.
- Develop and initiate a program in archaeological fieldwork. The program would involve a multi-week archaeological excavation in Summer 1 in Orange County. This would provide students with the opportunity to participate in archaeological fieldwork rather than only reading about it. Ultimately, this program would include a credit-bearing component so that students could meet the degree requirements while participating.

➤ **STUDENTS**

- ❖ Advising
 - ❖ Extracurricular activities
 - ❖ Learning Assistance initiatives
 - ❖ Library support
 - ❖ Retentions initiatives
-

Arts and Communication

- Increase departmental enrollment, retention (i.e., successful completion of courses and programs), transfer options, and graduation rates.
- Improve scholarship and internship opportunities for all department disciplines.

Criminal Justice

- Develop a discipline specific student assessment process to discuss potential individual students who may be in danger of failing. Though this process currently takes place informally, we are attempting to give it a more formalized structure.
- Work with Student Services to identify tutoring services for these at-risk students.
- Continue to work with the library to increase our Criminal Justice holdings on both the Middletown and Newburgh campuses.

Education

- Increase our connection with FTA, Future Teachers Association, through more intentional recruitment, outreach into the community, and guest speakers.
- Train willing adjunct faculty as advisers.
- Schedule more frequent, shorter duration department Open House events.
- Continue to use creative ways to provide high quality advising to the large number of Education students with three full-time faculty members. Hold “Advise the Advisors” workshops to relay the latest information regarding SUNY New Paltz’s expectations and answer advising questions for JRTEP advisors in other departments.

English

- Expand faculty discussions on placement, teaching strategies, and grading to ensure consistency in standards and evaluation and to promote innovation and creativity.
- Continue Writing Consultancy’s efforts to support faculty campus-wide, including workshops and one-on-one assistance to instructors on developing assignments, presenting research projects, and an overview of writing expectations for students in Freshman English 1.

Global Studies

- Create a more formalized direct exchange of Orange County Community College students with an international institution of higher education to build on our successful pilot programs to Italy and Spain.
- Provide internship opportunities in fields to give students real world experience in political science, history, economics, foreign languages, and anthropology.
- Continue to expand the Gilman Center for International Education and specifically designate and design a room that can be used as a media center for our students, providing access to computers, TV monitors and the Gilman archives.

Honors

- Seek increased institutional funding for program.
- Secure alternative sources of funding through fundraising and grant writing.

- Continue to develop the Honors Advisory Board and Student Board.

Psychology/Sociology

- Revitalize Psychology Club and establish a similar club on the Newburgh campus.
- Develop an avenue for “service learning.” Many students are interested in volunteering to learn more about the career areas our disciplines support. *See Collaboration.
- Re-establish the 1 credit internship course, which has not been offered in more than 15 years. Again, this course should be a 2–3 credit course to make it a more effective learning experience for our non-human service program majors.

➤ **UNDER-PREPARED STUDENTS**

- ❖ Dealing with increasing numbers while maintaining standards
 - ❖ Fostering proven initiatives (Block schedules, Learning Communities, etc.)
 - ❖ Clear communication between disciplines re: expectations and abilities of students
 - ❖ Expanding support for under-represented and at risk students
-

Arts and Communication

- Clearly communicate college-level expectations and maintain high academic standards.
- Provide study guides, practice tests, and quizzes that foreshadow exams.
- Identify and encourage potential tutors and facilitate the establishment of tutorial partnerships.
- Investigate making *Freshman English 1* a prerequisite to *Foundations of Communication*.
- Continue departmental emphasis on writing across the curriculum, including research skills and outline preparations stressed in *Foundations of Communication* and research papers and written critiques required in many art, music, and theatre courses.
- Provide orientation for AAS – Visual Communications and Performing Arts: Music majors.
- Continue to increase support for students lacking fundamental skills and knowledge, e.g., basic measurement and techniques for studio art courses and basic notation and theory concepts.

Criminal Justice

- Develop a discipline specific student assessment process to discuss individual students who may be in danger of failing. Though this process currently takes place informally, we are attempting to give it a more formalized structure.
- Work with Student Services to identify tutoring services for at-risk students.

Education

- Collaborate with the English Department and incorporate their writing rubrics into education assignments to create more uniform writing expectations for students.

English

- Expand developmental learning community offerings to enable students to complete their reading and developmental writing requirements as effectively and quickly as possible.
- Expand post-semester interventions to enable students who have met the requirements of Basic Writing Skills 2 but barely missed meeting the goals an opportunity to take a two-week, 20-hour immersion course rather than having to repeat the course.
- Offer a pre-semester intervention, starting in Summer 2011, that would enable students who have placed in Basic Writing Skills 2 the opportunity for a 20-hour immersion course, the successful completion of which would enable students to enter Freshman English 1 in the Fall semester.
- Ensure that all new programs for students placing into developmental courses are available on both the Middletown and Newburgh campuses.
- Continue to offer block schedule opportunities to students who place into developmental reading and writing.
- Continue to make the department's chief support services, the Reading and Writing Labs, as accessible as possible to students. Review and assess the Reading Lab to incorporate changes as necessary.
- Continue to work with departments campus-wide, particularly through the Writing Consultancy, to support faculty in understanding students' skills, developing effective assignments, and presenting specific workshops on a variety of topics, including research techniques, documentation, and resume writing.

Global Studies

- Explore the creation of a three-credit course for under-prepared students based on a model that was offered in the Social Sciences Department years ago. We will work with the Psychology/Sociology Department to reintroduce this course to prepare students to study effectively in our various disciplines.

Honors

- Continue and expand, as necessary, orientation and program offerings designed to make students aware of skills expectations and available support.

Psychology/Sociology

- Continue to work with Learning Assistance to provide dedicated tutors for sections of General Psychology 1. Tutors work directly with the faculty member and offer group/class tutoring sessions.

➤ TECHNOLOGY

- ❖ Regular replacement and maintenance plan
 - ❖ Ensuring instruction meets industry standards
 - ❖ Providing Angel Shells for course utilization
-

Arts and Communication

- Insure that faculty and staff computer technology needs are met.
- Maintain and/or upgrade departmental facilities including:
 - Orange Hall Theatre
 - Video production facility
 - Internet radio station
 - Art studios
 - Music facilities
 - Visual communications labs
 - Photography lab
 - Student art gallery
- Create dedicated SMART classrooms in which to deliver courses in all departmental disciplines.
- Create a music recording facility.
- Create a digital piano lab.
- Obtain additional ongoing technical support for all departmental facilities.
- Continue to offer support to the College and community by providing technical expertise and facilities within defined parameters.
- Expand environmentally responsible practices relating to technology within the department.

Criminal Justice

- Assess the department's overall technological needs and bring the department in line with similar criminal justice programs, including: establishing virtual learning environments, reviewing and upgrading software and department computers, developing a digital media library and Criminal Justice web page.
- The Criminal Justice Department with the assistance of the Vice President for Academic Affairs and the AVP for Liberal Arts has been able to accomplish significant technological improvements; however, there is still a very long way to go in this critical area. The success of our continued improvement is tied directly to the overall improvement of the technological infrastructure of the College. Some of the improvements are as follows:
 - Ensure all criminal justice instructors have updated computers and monitors.
 - Maintain and/or expand, as necessary, our current inventory of three laptops and two mobile projectors for use in classroom instruction.
 - Maintain department Web page.
 - Expand CD-ROM collection on Criminal Justice issues stored in the library.
 - Explore the possibility of virtual law enforcement field trips.

- Continue to collaborate with the Consortium, the respective AVP's and the VP for Academic Affairs on Cyber Security Program.
- Continue to monitor our technology needs to insure that all our instructor equipment and classroom equipment are current and will provide our students with the most current technological training that is available in the Criminal Justice field. We will need to continue to work with each of the AVP's, the Chair of Applied Technology and the Consortium in the development and monitoring of our Cyber Security Program.
- Develop at least one DL course per year, targeting Police Organization and Administration, Criminal Law, Criminalistics, and Critical Issues in Law Enforcement for either DL or hybrid courses.

Education

- Assess current level of skill in instructional technology of individual instructors and offer assistance in advancing them to the next level.
- Research the Senteo Interactive Response System and other remote devices for receiving student responses digitally.
- Increase systematically Education courses with DL aspects. FT instructors will create web-enhanced courses, and design at least one hybrid course.
- Train all instructors and adjuncts in necessary technology skills.
- Create an online Field Placement and support program, possibly through new software or designed on site.

English

- Expand and enhance the technological base of the department, including:
 - Support all faculty with individual computers, maintained and updated as necessary.
 - Designate specific classrooms as SMART classrooms, including BT 264, 270, 362 and 364.
 - Convert BT 264 into a computer writing classroom including 25 plus networked computer stations along with the SMART room technology.
 - Infuse appropriate technology and software into courses, Writing Centers, and Reading Labs.
- Continue upgrading Technical Writing Lab as needed.
- Continue to expand offerings of web-enhanced, hybrid, and DL course sections.

Global Studies

- Train all full-time and part-time department faculty in Angel to make all courses web-enhanced optional at a minimum and increase offerings of distance learning and hybrid courses.
- Maintain and update department computers and other equipment as necessary, including hardware replacement and software updates.

Honors

- Maintain technology consistent with programmatic needs of students within classrooms, faculty offices and study areas.

Psychology/Sociology

- Increase effective utilization of classrooms, technology, equipment and resources through dedicated classrooms.
 - Develop block schedule for Human Services Program, creative scheduling and perhaps “accelerated” offerings as demand dictates.
 - Update student desks and instructor furniture (podium, desk, chair) for the most effective and safe environment for teaching and learning (2010-2015).
 - Increase “dedicated” classrooms to house SMART boards. The department would like to schedule classes in HU 201 (current dedicated room) and add HU 211 as a dedicated room. The use of dedicated classrooms allows the department to effectively schedule courses from 8:00 am to 10:00 pm, utilize departmental budget monies to update and maintain equipment and simply maintain the classroom in working order.
 - SMART Boards for both Hudson 201 and 211 will be requested through PIP.
- Replace or update desktop and laptop computers utilized by faculty and staff.
- Continue to encourage the utilization of Angel in the delivery of curriculum and communication with students.

➤ **FACILITIES**

- ❖ Equipment (establish a baseline then a regular replacement plan)
 - ❖ Furniture/furnishing (establish a baseline then a regular replacement plan)
 - ❖ Space (instructional space, storage space, office space, recognition that new buildings will have major impact, informal learning space for students)
-

Arts and Communication

- Maintain satisfactory work environment in busy Harriman Hall studios.
- Maintain 32 pianos for use in classrooms and performance spaces.
- Modify Harriman Hall classrooms to house SMART carts.
- Continue to oversee facilities and furniture needs for Newburgh campus.
- Continue to develop plans to renovate art faculty office area in Harriman Hall.
- Seek ways to improve existing spaces in terms of access, sustainability, soundproofing, lighting, portable storage, and general maintenance.

Criminal Justice

- Design and equip Criminalistics lab on Newburgh campus.
- Update lab facilities on Middletown campus.

Education

- Maintain and update as necessary Hands-on Learning Lab in BT 251.
- Replicate our Hands-on Learning Lab on the Newburgh campus.
- Continue to work closely with colleagues, architects, and designers on all phases of planning for Lab School on Middletown campus.
- Investigate the possibility of having an education office suite where faculty and the administrative assistant could have neighboring office space and have an area within or nearby for education students to congregate, pick up advising materials, meet to study, etc.

English

- Relocate Middletown Reading Lab to a distinct, larger area or enlarge current space to accommodate increase in number of students.
- Continue to work closely with IT and Facilities to explore ways to increase capacity in Technical Writing Lab to 25 students.

Global Studies

- Create a department plan so that support staff can notify chair of replacement needs with regard to computer hardware, software, furniture, etc.
- Work with administration to plan the move from Sarah Wells to a new facility that will meet the expanding needs of the department and our full-time and part-time faculty.

Honors

- Increase space for Honors program students and support staff to keep pace with expansion of program.
- Develop a true, eco-friendly Honors Center, a centralized green 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, with handicapped accessibility.

Psychology/Sociology

- Equip and maintain dedicated SMART classrooms.
- Update classroom furniture, including student desks and instructor furniture (podium, desk, chair).

➤ PROFESSIONAL DEVELOPMENT

- ❖ Technology training
 - ❖ Using CTL to address needs identified in AMP
 - ❖ Fostering an atmosphere of collaboration (e.g., Interdisciplinary endeavors)
 - ❖ Adjunct and new faculty mentoring and support
-

Arts and Communication

- Discover ways in which to utilize our institution to further professional development for faculty and staff.
- Enhance funding for course work and conference attendance and presentation.

Criminal Justice

- Develop a mentoring program for potential adjuncts.
- Have all full time instructors DL trained and have all full time instructors web-enhance their classes.
- Continue and expand our memberships in the Criminal Justice Educators Association of New York (CJEANYS), Academy of Criminal Justice Sciences (ACJS), Northeast Academy of Criminal Justice Sciences (NEACJS).
- Secure funding for at least two instructor development sessions per year.

Education

- Have all full-time faculty members join and attend regional ACCESS meetings. (American Associate Degree in Early Childhood.)
- Attend or provide advanced training for all instructors and adjuncts in SMART Board.
- Have each full-time instructor (adjuncts on a voluntary basis) create annual goals around a specific focal point for their own professional development and then utilize those goals to formulate their professional development plan for the year. At the end of the year have them write a self-evaluation of their progress.

English

- Continue to effectively administer the department and insure opportunity for professional development and training by:
 - Continuing position of Special Assistant to the Chair to aid in department projects as well as encouraging faculty development in leadership roles.
 - Developing CCHS faculty training program through workshops and developing Angel as a platform for 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 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.

Global Studies

- Create a clear set of procedures for adjunct observations and mentoring to guarantee quality adjuncts as that pool begins to expand.

- Secure funds and appropriate release time for full-time faculty to attend professional conferences and engage in research and publication, recognizing the changing nature of community colleges and the increased relationship of these areas to quality teaching.

Honors

- Ensure adequate staffing, including faculty, advisors, and support staff.
- Continue to increase—in a controlled manner—the size of the program (student and faculty participants) through recruiting internally and externally; enhancing retention; providing student scholarships; and recognizing and promoting faculty and students.
- Continue to develop the Honors Advisory Board and Student Board.
- Expand internal training and other professional development opportunities in Honors education for faculty.

Psychology/Sociology

- Continue to expand new recruiting efforts to hire well-qualified adjuncts, including full-time faculty team interviewing (voluntary), a semester of observation for those candidates with little or no teaching experience, and ongoing mentoring.
- Develop a departmental process for adjunct promotions.
- Consider staff development requirement for retention and promotion of adjunct faculty. This training would be departmentally as well as College wide offerings.

➤ ACCESSIBILITY OF OFFERINGS

- ❖ Web-enhancement and hybrid opportunities
 - ❖ Non-traditional offerings (e.g., block schedules, accelerated courses, late start, etc.)
 - ❖ Information literacy (also writing and critical thinking) infused throughout academic experiences
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Arts and Communication

- Ensure that all department classroom and performance spaces, including Orange Hall Theatre, remain handicapped accessible.
- Continue to expand web-enhanced offerings at all levels (optional and required, hybrid and fully online).
- Maintain and increase flexibility in course scheduling.
- Increase departmental offerings in Newburgh.
- Continue faculty collaboration with Student Support Services to offer student accommodations.

Criminal Justice

- Continue to increase offerings of web-enhanced (optional and required), hybrid, and distance learning course sections.

- Continue to increase presence on Newburgh campus, including sponsoring the Newburgh Criminal Justice Club, field trips to Newburgh area law enforcement agencies, and fund drives.

Education

- Increase capacity of Kindercollege program through collaborating in the planning and design of the anticipated Lab School in Middletown.
- Continue to expand online resources by continually updating department Web page and expanding use of Angel course shells.
- Continue research and begin implementation of an Early Childhood evening cohort option, in which working students could complete their degree by attending entirely in the evening.

English

- Continue to expand web-enhanced, hybrid, and DL offerings by encouraging Angel training and faculty collaboration.
- Increase ESL course offerings in proportion with demand.
- Work closely with CAPE ESL coordinator to determine how best to meet the needs of second language students.
- Continue to provide block schedule opportunities, especially to students placed in developmental reading and writing courses and expand as needed.
- Continue to increase full-time faculty presence on Newburgh campus.

Global Studies

- Create more online and hybrid courses, more PM express courses both on the Newburgh and Middletown campuses.

Psychology/Sociology

- Continue to encourage the use of Angel in the delivery of curriculum and communication with students.

➤ COLLABORATION AND PARTNERSHIPS

- ❖ Interdisciplinary collaborations
 - ❖ Strengthen and augment internship opportunities and service learning opportunities
 - ❖ SUNY transferability
 - ❖ Articulation agreements
 - ❖ K-16 initiatives
 - ❖ AA and Student Services working together on initiatives
 - ❖ Connections and bridges between AA and CAPE
 - ❖ Connections with local industries
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Arts and Communication

- Maintain and expand collaboration with internal and external professional organizations and entities (e.g. Lyceum, Paramount Theatre,

CTEC/BOCES, Theatre Association of New York State, Orange County Citizens Foundation, CAPE, and the regional arts community).

- Establish a relationship with Bethel Woods Center for the Arts.
- Expand student internship opportunities.
- Continue to investigate possible additional Community College in the High School offerings.
- Develop new articulation agreements with secondary and four year institutions.
- Expand our participation in the Baccalaureate and Beyond program with SUNY Purchase.

Criminal Justice

- Continue to work closely 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.
- Develop a forensic science program with the Biology Department. As an extension, establish articulation agreements with local four-year institutions offering forensic programs.
- 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.
- Develop a Forensic Psychology Program through continued collaborations with the Psychology/Sociology Department.
- Continue to work with the local law enforcement agencies throughout Orange County in the development of programs that will benefit the law enforcement community.

Education

- Update articulation with Orange-Ulster BOCES child care program.
- Expand Advisory Boards with representation from more schools, especially in geographic and grade levels now underrepresented.
- Request opportunities to speak at scheduled meetings of Asst. Superintendent for Curriculum to share College information and increase collaborative efforts.
- Continue to increase collaborative efforts with Kindercollege through shared professional development, regular meetings, and increased field placement.
- Complete articulation/possible concurrent enrollment with Mercy College.
- Investigate collaboration with the Child Care Council of Orange County to encourage child care providers to pursue their Early Childhood degree at Orange County Community College.

English

- Continue to expand and develop “paired courses” with other departments and other learning modes, such as the learning communities, team teaching and Summer Institute.

- Continue to work closely with departments and expand service campus-wide to support the development of students' reading, writing, and study skills, including offering workshops on a variety of topics and one-on-one assistance in assignment and grading rubric development for writing assignments.
- Continue to work closely with other members of the Developmental Oversight Team to develop programs to address the specific needs of students placed in developmental courses.
- Expand block scheduling for developmental courses as necessary. Explore feasibility of Fall/Spring Developmental Institute.
- Expand cross-discipline activities to improve students' key college reading, writing, critical thinking and computer literacy skills, especially for workplace areas and continuing education.
- Continue to provide cultural programming that directly relates to academic programs.
- Develop curricula, materials, facilities and funding for expanded ESL program in both writing and reading; develop/serve on curriculum advisory board for formal ESL Institute.

Honors

- Work closely with Institutional Advancement to secure additional sources of funding through fundraising and grant writing.
- Continue to recruit faculty from all disciplines to teach Honors courses and collaborate in student projects.
- Continue to 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.
- Continue to work with other departments and areas to maintain and expand cross-disciplinary opportunities for students and faculty.

Psychology/Sociology

- Continue to collaborate with the Office of Career and Internship Services to secure new sites and assist Human Services students.
- Work closely with the Office of Career and Internship Services to develop a new Internship course focusing on the "service learning" experience. The Coordinator of the Honors program, as well as the English Department, will be asked to participate in the development of this project as they already offer a service learning component in the program or course offerings.
- Continue to collaborate with the Criminal Justice Department to develop the AS in Forensic Psychology.
- Continue to collaborate with Family Empowerment of Orange County and other human service agencies, to co-sponsor presentations, workshops and conference for area employees and our students.

ADDENDUM

Unit Reports

Within the Office of Academic Affairs organizational structure, a number of units, other than academic departments, report either to the VPAA or an Associate Vice President. To that end, future planning for the Orange County Community College Honors Program can be found within the report from the Liberal Arts Division, while planning for Learning Assistance Services can be found within the Business, Math, Science & Technology Division plans. Similarly, planning from the Instructional Technology area can be found in the report from the Health Professions Division. Direct reports to the VPAA include the Library and the Office of Educational Partnerships and associated planning items appear below. As of this writing, the Center for Teaching and Learning is currently undergoing reorganization. Following completion of the restructuring, planning documents from CTL will be added to this report. Implicit in all planning considered here is the need to maintain adequate staffing to support future growth for both the Middletown and Newburgh campuses.

LIBRARY

Curriculum Development

- Increase library departmental support for workshop attendance, webinar and distance education opportunities.
- Embed information literacy skills development within the curricula development process.
- Continue Library acquisitions support for departmental curricula initiatives.
- Process the primary documents within the Gilman collection to be accessible and available for scholarly research, thereby opening the collection to collaboration possibilities with the Global Studies (and other) departments.

Students

- Develop partnerships that contain library skills support elements directed at improving students retention.
- Add library information management skills workshops that are designed to eliminate student technology gaps and improve student success rates when conducting library research.
- Develop a media support center within the Library to include audio/video creation and editing equipment staffed by trained library personnel.

Under-Prepared Students

- Build on past successful partnerships and expand the Library role in collegiate efforts to improve library skills development for under-prepared students, i.e. partnership with Learning Assistance Services where a librarian and tutor work together to offer additional academic support through study groups.

- Establish a library research lab where librarians work with faculty and students to reinforce research and information skills needed for successful completion of writing assignments. The lab marries traditional information literacy support with information management skills training.

Technology

- Continue to incorporate emerging technologies within library services.

Professional Development

- Partner with Center for Teaching and Learning to foster the information literacy initiative.
- Establish a library services presence within the faculty mentoring program.

Collaboration & Partnerships

- Expand library K-16 initiatives and partnerships to assist in bridging the high school/college preparedness information literacy skills gap.

OFFICE OF EDUCATIONAL PARTNERSHIPS

Under-Prepared Students

- Continue to outreach to high school administrators, faculty and students regarding college placement exams.

Collaboration & Partnerships

- Continue to meet the needs, and expand where possible, CCHS courses for area high schools.
- Enhance connections between Center for Youth Development and College's faculty and students.