ACADEMIC MASTER PLAN 2016-2020

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SUNY Orange Academic Master Plan 2016 – 2020

Introduction

When asked about the rewards inherent in our work as community college faculty, invariably we remark about being in a position to educate students and introduce them to new concepts and skills, guide their development, and witness their intellectual growth. To do this important and supremely satisfying work, Academic Affairs relies entirely on shared commitment to the mission of our open-access institution, cogent policies, well-tended infrastructure, teamwork and collaboration, and clearly articulated **areas of focus.**

Having an Academic Master Plan, a touchstone, frames how we thoughtfully and intentionally act upon and respond to shifting currents. Our Academic Master Plan will keep us on track by minimizing distractions and coaching us to work together as we educate our students, who are our future. This Academic Master Plan is our guiding document for the next several years. It is Academic Affairs' manifestation of directions that have been set forth in the College's Strategic Plan and it articulates our areas of focus.

There are five themes of this Academic Master Plan: *The Student Experience*, *Preparation and Success*, *Programming*, *Scheduling*, and *Virtualization*. Within each theme are objectives and strategies, some very specific and some more general, from which concrete and specific action steps will be developed by all academic units of the College. The Academic Master Plan is intended to guide departments to operate within and contribute to a larger picture. It will serve as a "manual" for academic units to develop their specific and actionable annual and medium-term plans, housed in the College's PIP system, and reflect upon them in their Annual Reports.

In the development of this plan, the Steering Committee and the associated Working Groups, representing every academic area of the college, took the time necessary to talk to the college community about what matters most—serving our students. The Steering Committee and associated Working Groups were comprised of faculty from each academic division, academic administrators, student services personnel, including representatives from both campuses. In addition to gathering feedback from our academic community—students, faculty, staff, administrators— we pored over reference material, investigated trends in higher education, and discussed data at length to identify what we need to do together.

Some necessary overlap exists within themes because of the complex nature of our work and collaboration necessary to evolve and change. Student success does not happen in a vacuum but relies on collaboration between units of the College to effect change in ways that most effectively serve our students. As a tool to help visualize which strategies touch upon which units and where teams are needed to address them, an appendix, categorized by impacted units, is attached to the end of the document.

This Academic Master Plan is designed to address current and foreseeable challenges to and opportunities for a 21st century community college. We kept each of the following factors foremost in mind as our themes, objectives, and strategies developed:

- Managing resources as competition for public funds becomes fierce and allocation less predictable than in the past.
- Unprecedented competition for traditional-age college students as private and public colleges and universities aggressively recruit students for their online and campus-based programs.
- A rapidly developing technological environment is impacting all of higher education.

Meanwhile, we must find equilibrium as we reconcile SUNY "systemness" and local autonomy and as imperatives to bolster New York State's economic competitiveness through workforce development partnerships continue. Addressing changing demographics in Orange County and our region also presents new challenges and rich opportunities.

As we move forward and execute this plan, it is imperative to:

- Reaffirm and celebrate our mission as an open-access institution that provides educational opportunities for all students, including underprepared and nontraditional students.
- Keep our focus on the student experience and make it as meaningful, fulfilling, and worthwhile as possible to each student we encounter.
- Become more nimble and remain open to new methods of addressing challenges and changing conditions, delivering content, and serving students.
- Employ a culture of assessment to ensure outcomes are being met and changes are well-executed and monitored.

The Student Experience

Why this theme?

- Everything we do comes down to the student experience.
- This first priority must drive our new initiatives, as well as our ongoing responses to students' changing needs and the ever-evolving educational climate.
- All students, full and part-time, must be supported, guided, and enlightened.

Definition

The student experience can be broadly defined as the sum total of all interactions a student has with the learning institution. These interactions begin with the moment of first contact with admissions and recruiting staff and extend beyond graduation or exit from the institution.

Academically, the student experience is defined as the systematic interaction a student has with the process of learning and acquiring knowledge. The academic student experience is the context in which students interpret and integrate learning activities to create authentic knowledge and includes learning modality, learning sequence, and learning location.

Ties to Strategic Plan

- 1.1 Expand the visibility of the College's excellent programs and services through strategic marketing efforts.
- 2.1 Prepare students for college success through academic planning and advising and comprehensive ongoing support.
- 2.3 Increase student retention, completion, transfer and employment readiness.
- 3.4 Strengthen the sense of community to improve the institutional climate and promote collegiality, civility, and mutual respect.

Objectives & Strategies

Objective #1: Improve communication among faculty, staff, and students.

S1: Develop a vocabulary and/or navigator feature on the college website and portal explaining common terms and answering FAQs from students.

S2: Create a master calendar on MySUNYOrange containing all events, activities and important dates to remember.

S3: Examine the ways we communicate with students (forms, workflow, email, text, letters, etc.) and revise as appropriate, emphasizing a welcoming and supportive learning environment.

Objective # 2: Formally examine current advising model and identify the roles of faculty and professional advisors to determine the most effective methods of providing assistance for our students.

S1: Familiarize the College Community with criteria for evaluating developmental courses to determine whether or not they should be used as prerequisites for other courses.

S2: Research online advising options and tools; implement pilots and scale as appropriate and practical.

S3: Create communication protocol between professional and faculty advisors.

S4: Improve transition from First Year Support Team to Faculty Advisors in Academic Affairs.

S5: Expand group and peer advising.

S6: Provide ongoing professional development and support on advising for new and current faculty and professional advisors.

Objective #3: Enhance academic support and services by effectively utilizing equipment, facilities, personnel, and technology to meet our students' needs.

S1: Implement and assess digital tutoring service.

S2: Expand support for all students, including evening, online, non-traditional, and part-time.

S3: Increase versatility of current support labs and consider providing additional physical and/or virtual space for group study.

S4: Leverage the features of our Course Management System (CMS) to provide course support to students.

Objective #4: Ensure an environment of mutual respect by promoting a greater understanding of our students.

S1: Periodically reaffirm our mission as an open access educational center.

S2: Regularly discuss the changing characteristics of our student population and share best practices for facilitating greater and more effective communication between students and staff in all areas of the college.

S3: Offer training for SUNY Orange Employees through the Center for Teaching and Learning for understanding the students of today, with emphasis on civility, empathy, and consistent service to our students.

Preparation and Success

Why This Theme?

- The majority of our students are underprepared and need some type of remediation prior to entering college-level coursework.
- The more clearly we define routes to and through college preparation, the more likely students are to see a clear path to successful completion of their academic goals.
- Intentional and well-defined partnerships is another Strategic Planning priority area and building pipelines to our degrees will require alliances and sustained collaboration with many different community partners.

Definition

Academic preparation refers to the baseline mastery of core intellectual tools required to be a successful college student. These tools include reading, language, mathematics, and analytical competencies necessary to begin the process of post-secondary education in an interdisciplinary, comprehensive institution.

Academic success is often measured by benchmark attainment - the receipt of a college recognized credential or transfer to an upper level institution. Yet incremental student success is our focus. It manifests as demonstration of knowledge-building and advancement of skill levels in smaller increments (courses, assignments within them). Students negotiate many hurdles and obstacles in order to reach our doors and sustain momentum towards goal achievement. To facilitate success, our focus is on providing support.

Ties to Strategic Plan

- 2.1 Prepare students for college success through academic planning and advising and comprehensive, ongoing support.
- 2.2 Accelerate students' completion of developmental education and ensure college readiness by refining processes, services and course sequences.
- 2.3 Increase student retention, completion, transfer and employment readiness.
- 2.4 Engage in a comprehensive review of program offerings, delivery formats and course scheduling to meet the needs of diverse populations.

Objectives & Strategies

Objective # 1: Create multi-pronged methods to explain all aspects of college readiness to entering or prospective students.

S1: Create a college success and readiness seminar initially targeting "at risk" students (1st generation, developmental, low-performance in high school, ESL).

S2: Explore development of a pre-screening method for non-traditional students to identify candidates for referral to non-credit college success and readiness seminar.

S3: Collaborate with Student Services on a comprehensive pre-college orientation that includes:

- College preparation information
- How to balance work/family/academics
- Career exploration techniques
- Faculty connections

S4: Continue collaborations with high schools (i.e., BOCES Exchange, P-Tech, etc.) to identify and address preparedness gaps.

S5: Identify pathways from non-credit courses and programs to college credit programs.

Objective #2: Develop and implement ongoing academic support for continuing students.

S1: Explore implementation of a First Year Experience.

S2: Explore expansion of support modules for academic courses including online modules.

S3: Optimize and communicate opportunities for tutoring on campus and online.

S4: Mentor/advise students to provide strategies for successful navigation of college administrative offices and communication with faculty.

S5: Establish baseline expectations for faculty advisors/advising sessions.

S6: Provide appropriate teaching / learning technologies and faculty training to ensure confidence and enthusiasm for accelerating developmental education.

S7: Promote and reinforce faculty development and active teaching and learning for implementation by faculty.

S8: Provide faculty training in new pedagogies and methodologies associated with new course sequences or offerings.

S9: For departments with new Registered Tracks, explore ways to foster forms of cohort development.

Objective #3: Accelerate students' completion of developmental coursework by providing alternative course sequences and scheduling.

S1: Institute ESL Summer Bridge Program to increase retention and transfer of non-credit ESL students into credit programs.

S2: Expand Learning Communities offerings, including more content-area learning communities.

S3: Build on and scale successes that have been demonstrated through the Summer College Readiness Program.

Objective #4: Develop appropriate assessment of college preparedness and success initiatives for their impact on retention and prediction for completion.

S1: Track cohorts from developmental through subsequent college-level courses and through degree completion.

S2: Formalize and codify use of National Community College Benchmarking Project data to inform decision-making.

S3: Assess the effectiveness of accelerated sessions (pre- and post-) and identify students most likely to benefit; increase offerings as warranted.

S4: Develop strategies for measuring effects of preparedness initiatives and formal campus-wide review of student preparation and success indicators (stepping stone achievements that correlate with retention/completion):

- Completion of developmental coursework within the first year
- Completion of one year's college level coursework within one year (24-30 cr/AY)
- Retention of students taking developmental courses

Programming

Why this theme?

- The breadth and quality of academic programs in all their richness and variety speak to students' needs and interests and will put them on the pathway to success.
- Every SUNY Orange graduate should have a strong foundation in the liberal arts, which provides students with not only critical thinking and information and technology literacy skills that can be applied across a broad range of disciplines but also a gateway to lifelong learning.
- Synergy between academic and professional programs is the result of interaction and collaboration between academic and professional disciplines which provides significant insights that enrich both.
- The partnership between faculty and staff recognizes that the contributions of each are essential and that no group can excel without the support of the others, and each must have adequate resources to succeed.

Definition

Programming refers to providing an academic environment, course options, and other learning experiences to foster student knowledge and attainment of goals. Programming must be and remain current and applicable.

Ties to Strategic Plan

- 2.1 Prepare students for college success through academic planning and advising and comprehensive, ongoing support.
- 2.3 Increase student retention, completion, transfer, and employment readiness.
- 2.4 Engage in comprehensive review of program offerings, delivery formats, and course scheduling to meet the needs of diverse populations.
- 3.1 Foster stronger connections among academic programs, business, and industry to increase applied learning opportunities for students.
- 3.2 Optimize enrollment through partnerships with area high schools, civic organizations, and businesses.

Objectives & Strategies

Objective #1: Offer valuable academic programming by maintaining relevance and timeliness of programming throughout the college.

S1: Conduct periodic program review to ensure program currency (i.e., adding new content, revising current content).

S2: Ensure program goals are met by ongoing course assessment.

S3: Identify opportunities to leverage SUNY Seamless Transfer and OPEN SUNY; publicize and communicate these opportunities.

S4: Develop collaborative mechanisms that integrate and align curriculum, student support and administrative policies and processes.

S5: Promote and reinforce faculty development and active learning strategies that promote/reflect currency in the field.

Objective #2: Collaborate across all areas of the College to ensure relevant support for academic programming and a comprehensive, diverse student experience.

S1: Define and document goals and include identification of collaborating offices, services, and or departments.

S2: Increase opportunities for all students to engage in activities including research, internships, cultural affairs and community engagement.

S3: Strengthen academic support connections that promote student success via collaboration between Academic departments and Student Services, Academic Support Services, etc.

S4: Formalize the mechanism for Academic Affairs and IT to communicate regarding support for academic programming.

S5: Identify ways to expand writing, critical thinking and information literacy/management experiences across the curriculum.

S6: Initiate a course coding project that identifies information management, critical thinking, applied learning and writing intensive courses and codes them in Banner.

Objective #3: Establish strategic partnerships that assist in developing new programs as well as in improving existing credit programs.

S1: Define a comprehensive college-wide approach to managing Internships and Applied Learning, including outreach to employers.

S2: Establish Best Practices for collaboration between Academic Departments and Office of Career Services.

S3: Renew / reinvigorate Advisory Boards for all career programs: establish guidelines for service on such advisory boards.

S4: Coordinate outreach to the community and employers to increase incorporation of relevant certificates and non-credit offerings into degree programs.

Objective #4: Design learning opportunities that acknowledge and support the diverse and transitional nature of students' educational paths.

S1: Build / codify routes to and from CAPE to credit. Create mechanism (through work group of stakeholders) to increase coordinated articulation agreements.

S2: Codify applying credit for prior learning.

S3: Augment routes from developmental offerings to credit offerings.

S4: Identify and develop viable Certificate opportunities.

S5: Assess and verify efficacy of non-credit developmental offerings.

Objective #5: Offer noncredit education and workforce development opportunities that support the needs of public and private organizations in the community.

S1: Conduct ongoing identification of relevant programming in industry / sector emphasis areas to guide development of workforce and industry programming.

S2: Develop customized training to meet the needs of businesses, industry and community.

S3: Leverage relationship with other Hudson Valley Education Consortium partners to augment industry-driven workforce training.

Scheduling

<u>Why this theme?</u>

- It is an expectation in 2016 that the College provide both traditional and non-traditional packages of offerings that provide pathways to degrees for both full-time and part-time students tailored to their increasingly busy lives.
- Given the rising student debt problem, it is incumbent upon us to ensure that our offerings are coordinated and streamlined for those who are able to and want to proceed efficiently.
- It is a Strategic Planning imperative to comprehensively examine our scheduling practices. This section of the Academic Master Plan is the first step in that examination.
- Findings from faculty, staff and students have provided insight into scheduling needs and preferences.

<u>Definition</u>

Scheduling has several components. It is student/cohort-driven planning and delivery of cyclical educational offerings and experiences, including, but not limited to, the construction of the academic calendar (semesters and terms), the divisions of a weekly schedule, structure of course sections, course modalities, blended environments and corresponding satisfaction seat time and outcomes.

<u>Ties to the Strategic Plan</u>

- 1.3 Expand the visibility of the College's excellent programs and services through strategic marketing efforts.
- 2.4 Engage in a comprehensive review of program offerings, delivery formats and course scheduling to meet the needs of diverse populations.
- 4.2 Develop, cultivate and support innovation throughout the organization for continuous improvement.

<u>Objectives and Strategies</u>

Objective #1: Minimize scheduling obstacles to degree completion and make student and faculty and staff feedback a consistent part of scheduling decision-making.

S1: Review and revise course offerings to eliminate inadvertent scheduling barriers (new team: AVPs, Department Chairs, Registrar, Advising). Resolve scheduling conflicts through periodic coordinated meetings between chairs and advising.

S2: Revise programming offered at both campuses to ensure community needs are being met.

S3: Conduct an analysis of under-enrolled courses to optimize offerings.

S4: Collect feedback, via focus groups, from students and faculty regarding course scheduling preferences and collect data regarding course demand and availability via registration history analyses.

S5: Design innovative offerings to enable students to take "out-of-sequence" courses to facilitate completion. This may be through innovative use of internships, independent studies and/or competency-based credit.

Objective #2: Expand alternative scheduling to provide multiple avenues for successful academic degree completion.

S1: Implement pilots of alternative scheduling:

- Acceleration and logical sequencing of courses to facilitate retention and graduation.

- Blended offerings (which requires determining how to best identify offerings that will succeed in a blended delivery method and requires codification and processes for blended courses).

- Increasing number of degrees that are available fully online.

- Creation of replicable cohort block schedules.

S2: Replicate and scale successful alternative scheduling methods.

S3: Design and offer pathways that maintain forward momentum of students who complete college preparation over the summer.

Objective #3: Redesign presentation of programs and offerings to current and prospective students.

S1: Initiate a mapping project of existing program pathways to revise and streamline pathways and include extra and co-curricular opportunities.

S2: Develop specific tools, including graphics and enhanced use of existing software, to more effectively communicate prescribed routes to degree completion.

Virtualization

Why this theme?

As SUNY Orange moves forward, it is imperative to:
- Provide our students with the most current opportunities, formats and tools for achieving their educational and professional goals,
- Ensure the college maintains a healthy and competitive approach to educational trends and future directions, while upholding high quality learning and
- Develop innovative practices and solutions, all within an increasingly complex digital age.

Definition

Effective virtualization provides all students—online and on campus, traditional and nontraditional—wider access to and opportunity for:
- A complete range of academic programming, academic support, and student services.
- Anywhere/anytime learning in entirely or partly virtual classrooms, designed and supported by collaboration between academic affairs, student services, and information technology.
- Participation in and preparation for the increasing virtualization of education and the workplace on a global scale.

Ties to Strategic Plan

- 1.1 Expand the visibility of the College's excellent programs and services through strategic marketing efforts.
- 2.1 Prepare students for college success through academic planning and advising and comprehensive ongoing support.
- 2.4 Engage in comprehensive review of program offerings, delivery formats, and course scheduling to meet the needs of diverse populations.
- 3.3 Improve management of information to increase transparency and centralize communication practices.
- 4.2 Develop, cultivate and support innovation throughout the organization for continuous improvement.

Objectives and Strategies

Objective #1: Create and sustain an innovative, inclusive and collaborative approach to academic technology decisions and processes.

S1: Work with IT to enhance and continuously upgrade the College's technological environment in support of the organizational mission, divisions, units and departments.

S2: Develop an Academic Technology Success Team to address issues regarding IT infrastructure/needs within academic areas (Team membership: Advising, Library, Faculty, TRIO, CTL, Student Rep, IT/AT, Academic Testing and Support).

S3: Track the use of predictive analytics in online platforms to take advantage of opportunities.

Objective #2: Initiate fully online degrees as a means of expanding access, increasing enrollment and supporting student success.

S1: Identify and address programs approaching 100% online.

S2: Provide training and ongoing professional development for faculty prior to teaching online coursework.

S3: Design professional development opportunities needed to enhance and support faculty teaching online courses.

S4: Build instructional design support and staff to champion evidence-based practices in online learning.

Objective #3: Increase online course offerings (new course, additional section, or course conversion) by at least 10% per year to allow greater access to educational opportunities and become more competitive.

S1: Identify and increase courses amenable to the online, hybrid or blended format in order to provide additional flexibility and scheduling options.

S2: Identify, communicate and minimize department-specific obstacles to online teaching and learning.

S3: Identify additional faculty to teach hybrid and/or online courses.

S4: Identify and develop online certificates/programs.

S5: Adopt college-wide distance learning policies and practices as we increase online offerings.

S6: Create a distance learning advisory group to foster a community of online instructors and develop an online manual identifying best practices to building an online course.

Objective #4: Develop, deliver and support online student services to improve accessibility, communication, retention and completion.

S1: Determine department-specific needs and appropriate resources to support online Student Services.

S2: Develop and assess online Academic Support services—Tutoring, Reading and Writing Centers, and Math Lab.

S3: Support the Library's response to the evolving needs of the virtual user community.

S4: Adopt college-wide use of e-Portfolios, Open Educational Resources and other innovative tools to support student success.

Objective #5: Develop and sustain a comprehensive, ongoing review of online degrees and course offerings to ensure students' opportunity for academic success.

S1: Adopt a College-wide course review tool for implementation into faculty course development practices.

S2: Initiate a dialogue-rich, collaborative environment regarding evidence-based instructional design strategies.

S3: Link achievement of learning outcomes to course content.

S4: Develop peer review pedagogical strategies through ongoing faculty development.

Methodology

The College's Strategic Plan 2015 – 2020 was developed via an extensive and inclusive process of data-gathering and analyses. The College's recent Middle States Self-Study and Reaccreditation process also informed some areas of focus, along with SUNY Excels data and statistics (published in September 2015) and data, reports, and other reference material regularly produced by the College's Office of Planning, Assessment and Institutional Research.

- Formation of Steering Committee, representing all academic areas of the college
- Review of data from Strategic Plan development and distribution to Working Groups
- Review of SUNY Excels data and distribution to Working Groups
- Review of IPAR reports and distribution to Working Group
- Formation of Working Groups to focus on specific themes
  - Review, analysis, and evaluation of data
  - Identification of objectives and strategies in support of themes
  - Data collection using a variety of focus groups, including post-Assembly workshops
  - Drafting of document

- Steering Committee development of overall draft
  - Organization and prioritization
  - Revision and editing
  - Establishment of consistency and tone

Objective / Strategy	New Team	Academic Depts	AA Project	Governance Cmte	AVPs	CTL	SLAT
Student Experience							
O1, S1	AA/ SS/ Com						
O1 S2	AA/ SS/ Com						
O1 S3	AA/ SS/ Com						
O2 S1		Math / English					
O2 s2	SS/ AA			Stud Success			
O2 S3	SS/ AA			Stud Success			
O2 S4	SS/ AA			Stud Success			
O2 S5		All					
O2 S6	SS/ AA/ CTL						
O3 s1		Ac Tst & Sup + Depts					
O3 S2		Ac Tst & Sup + Depts					
O3 S3		All					
O3 S4			yes				
O4 S1		All					
O4 S2		All					
O4 S3					AVPs + CTL		
O4 S4						yes	
Prep & Success							
O1 S1	SS/ AA						
O1 S2	SS/ AA			Stud Success			
O1 S3	SS/ AA			Stud Success			
O1 S4		All					
O1 S5		Depts + CAPE					
O2 S1			yes				
O2 S2			yes				
O2 S3		Ac Tst & Sup + Depts					
O2 S4						yes	
O2 S5						yes	

O2 S6		Math + English			yes	
O2 S7					yes	
O2 S8					yes	
O2 S9			yes			
O3 S1		CAPE + Englsih + DOT				
O3 S2			yes	Stud Success		
O3 S3		All				
O4 S1			AA + DOT + IR			
O4 S2			yes + DOT			
O4 S3			yes + DOT			
O4 S4			yes + DOT			
Programming						
O1 S1		All				yes
O1 S2		All				yes
O1 S3	AA + Com					
O1 S4	TBD					
O1 S5						yes
O2 S1	TBD					
O2 S2			yes			
O2 S3	Acad Tech Sup Team					
O2 S4	Acad Tech Sup Team					
O2 S5			yes			
O2 S6	AA + Reg (Apl Lrn)					
O3 S1			yes AA + SS			
O3 S2			yes AA + SS			
O3 S3		All				
O3 S4		All + AVPs				
O4 S1						
O4 S2						
O4 S3						
O4 S4						
O4 S5						
O4 S6						
O5 S1		CAPE + Depts				
O5 S2		CAPE				

O5 S3		CAPE					
Scheduling							
O1 S1	AVP + Reg + Chrs + Adv						
O1 S2	AVP + Reg + Chrs + Adv						
O1 S3					AVPs + Reg		
O1 S4			yes				
O1 S5			yes	Acad Policy			
O2 S1		All					
O2 S2		All					
O2 S3		All					
O3 S1	AA + Com + Adv + Reg		yes				
O3 S2	AA + Com + Adv + Reg		yes				
O4 S1			yes	Exec?			
O4 S2			yes	Exec?			
Virtualization							
O1 S1		All					
O1 S2	Acad Tech Sup Team						
O1 S3	Acad Tech Sup Team						
O2 S1					yes		
O2 S2	DL & Tech Tool team					yes	
O2 S3	DL & Tech Tool team					yes	
O2 S4			yes				
O3 S1			yes				
O3 S2	DL & Tech Tool team					yes	
O3 S3		All + AVPs					
O3 S4		All + AVPs					
O3 S5	DL & Tech Tool team			various			
O3 S6	DL & Tech Tool team					yes	
O4 S1		All					
O4 S2	Acad Tech Sup Team						yes

O4 S3		All / Library					
O4 S4		All / Library					
O5 S1	DL & Tech Tool team					yes	
O5 S2	DL & Tech Tool team					yes	
O5 S3	DL & Tech Tool team					yes	
O5 S4	DL & Tech Tool team					yes	