

Table of Contents

Certifications of Eligibility ii
Acknowledgements..... iv
Self-Study Steering Committee Members v
Self-Study Working Group Members vi
List of Tables and Charts vii
List of Appendices viii
List of Hyperlinks..... ix

Chapter 1 Executive Summary 1
Chapter 2 Preparation of the Self-Study Report 5
Chapter 3 STANDARD 1: Mission and Goals 11
Chapter 4 STANDARD 2: Planning, Resource Allocation and Institutional Renewal..... 17
Chapter 5 STANDARD 3: Institutional Resources 21
Chapter 6 STANDARD 4: Leadership and Governance 29
Chapter 7 STANDARD 5: Administration..... 33
Chapter 8 STANDARD 6: Integrity..... 39
Chapter 9 STANDARD 7: Institutional Assessment..... 45
Chapter 10 STANDARD 8: Student Admissions and Retention 51
Chapter 11 STANDARD 9: Student Support Services..... 57
Chapter 12 STANDARD 10: Faculty 65
Chapter 13 STANDARD 11: Educational Offerings 73
Chapter 14 STANDARD 12: General Education 79
Chapter 15 STANDARD 13: Related Educational Activities 83
Chapter 16 STANDARD 14: Assessment of Student Learning 91
Chapter 17 Conclusion..... 97

Appendix..... 99



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:

Compliance with MSCHE Requirements of Affiliation and Related Entities Policy (For SUNY Community Colleges Effective October 1, 2009)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE requirements of affiliation and “Related Entities” policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

Orange County Community College

(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission’s compliance requirements for this institution and will uphold State University’s policies pertaining to MSCHE standards and requirements of affiliation.

(Campus President)

(Date)

(Chair, Campus Board of Trustees)

(Date)

(Chair, SUNY Board of Trustees)

(Date)



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement: Compliance with Federal Title IV Requirements (For SUNY Community Colleges) Effective October 19, 2012

Orange County Community College
(Name of Institution)

is seeking (Check one): ___ Initial Accreditation
 ___ Reaffirmation of Accreditation through Self-Study
 ___ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and correspondence education, transfer of credit, the assignment of credit hours, and Title IV cohort default rate.

This signed statement should be attached to the executive summary of the institution's self-study or periodic review report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

The undersigned hereby certify that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and correspondence education, transfer of credit, the assignment of credit hours, and Title IV cohort default rate. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

___ Exceptions are noted in the attached memorandum (Check if applicable)

Willa Power
(Campus President)

9/9/13
(Date)

Jean H. Halpe
(Chair, Campus Board of Trustees)

9/9/13
(Date)

*“Coming together is the beginning.
Keeping together is progress.
Working together is success.”*

-- Henry Ford

Acknowledgements

The quote above was adopted and celebrated as the College community embraced the opportunity for self-reflection and institutional renewal through an extensive self-study process. In honor of the focused work of so many colleagues, dedicated to an inclusive and supportive process, it is my privilege to present the College’s 2014 Self-Study to the Middle States Commission on Higher Education.

While the entire College community made invaluable contributions to the final document, I want to acknowledge those who led this process, including the members of the Steering Committee and their Working Groups, whose names appear on the following pages. Their energy and commitment not only led to an exceptional self-study document but also represent what makes leading this institution so incredibly rewarding. In addition to their work, Michael McCoy, Assistant Professor within the Global Studies Department, gave the document one voice and captured the essence of the College’s strengths and challenges as reported by the Steering Committee and Working Groups in light of the Characteristics of Excellence. His efforts deserve special recognition, as he worked tirelessly to meet difficult deadlines during the final editing processes.

I also want to express my sincere appreciation for the Board of Trustees who embraced the self-study process with as much dedication as any other project at the College. And, finally, the Logistics Team, led by Michele Iannuzzi-Sucich, deserves mention in this acknowledgment for its handling of all of the critical details relating to the Team’s visit with the College and its stay in Middletown. The names of those members also appear following this acknowledgment.

The College looks forward to hosting the Visiting Team on our campuses in April. I trust you will find our Self-Study document comprehensive and representative of Orange County Community College, where we positively impact the lives of our students and continuously strive to make this a better place to learn and work.



Bill Richards
President



**Orange County Community College
MSCHE Self-Study Steering Committee Members**

Steering Committee Co-Chairs:

Heather Perfetti, *Vice President of Academic Affairs*

Christine Work, *Institutional Planning, Assessment & Research Officer*

Steering Committee Members:

Mike Albright, *Communications Officer*

Terree Angerame, *Instructor, Business*

Gerianne Brusati, *Associate Vice President for Enrollment Management*

Linda Fedrizzi, *Assistant Professor, Arts & Communication; currently Interim Associate Vice President for Liberal Arts*

Mike Gawronski, *Associate Vice President for Health Professions*

Jo Ann Hamburg, *Comptroller*

Maria Masker, *Chair, Physical Therapist Assistant*

Stacey Moegenburg, *Associate Vice President for Business, Mathematics, Science, and Technology*

Michelle Tubbs, *Professor, Mathematics*

Ex-Officio Members:

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Joan Wolfe, *Chairman, Board of Trustees*

Paul Broadie, *Vice President for Student Services*

Vinnie Cazzetta, *Vice President for Institutional Advancement*

Dr. Jose Bernier, *Vice President for Information Technology*

Roz Smith, *Vice President for Administration and Finance*

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Maureen Larsen, *Director, Academic Technology*

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Carol Murray, *Executive Assistant to the President*

Dena O'Hara-Whipple, *Director, Center for Teaching and Learning*

Robbin Raso, *Assistant to VPAA*

Mary Roth, *Coordinator, Alumni Relations*

Orange County Community College MSCHE Self-Study Working Group Members

Working Group 1

Standard 1 (Mission and Goals)/Standard 6 (Integrity)

Wendy Holmes, *AVP of Human Resources*
Elaine Torda, *Chair, Interdisciplinary Studies*
Eric Brooks, *Faculty BMST*
Doug Sanders, *Faculty LA*
Kelly Fox, *Assistant Registrar*
Student Representative: *Heather Padilla Seaton*

Working Group 2

Standard 2 (Planning Resource Allocation & Institutional Renewal)/Standard 3 (Institutional Resources)

Cory Harris, *Chair, Behavioral Studies*
John Wolbeck, *Chair, Science, Engineering & Architecture*
Judy Osburn, *Director of Grants*
Robert Cacciatore, *Faculty LA*
Dagmar Strenk, *Faculty HP*
Ronnie Galletly, *Assistant to VP/AF*
Kirsten Gabrielson, *Coordinator, Sustainability; Tech Assistant BMST*
Student Representative: *Erica Cruz*

Working Group 3

Standard 4 (Leadership & Governance)/Standard 5 (Administration)

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Melody Festa, *Faculty BMST, Newburgh*
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Linda Gramm-Ferris, *Coordinator, Bus. Training & Prof. Development CAPE*
Student Representative: *Jennifer Rowe*

Working Group 4

Standard 7 (Institutional Assessment)

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Chris Thurtle, *Assistant Director, Communications*
Anne Sandor, *Faculty LA*
Tom Stack, *Faculty BMST*
Dena Whipple, *Coordinator, CTLL; Adjunct Faculty LA*
Angela Elia, *Technical Support Specialist II*
Student Representative: *Jason Westbrook*

Working Group 5

Standard 8 (Student Admissions & Retention)/Standard 9 (Student Support Services)

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Timothy Zeszutek, *Faculty LA, Newburgh*
Cherie Wierzbicki-McMickle, *Financial Aid*
Student Representative: *Erica Cruz*

Working Group 6

Standard 10 (Faculty)/Standard 11 (Educational Offerings)/Standard 13 (Related Educational Activities)

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Josephine Vondras, *Faculty BMST*
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Fred Melone, *Faculty HP*
Student Representative: *Billy Barefoot*

Working Group 7

Standard 12 (General Education)

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Working Group 8

Standard 14 (Assessment of Student Learning)

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Sheila Stepp, *Chair, Movement Science*
Pam Rice, *Faculty BMST*
Christine Henderson, *Faculty LA, Newburgh*
Elizabeth Tarvin, *Chair, Education*
Student Representative: *Jennifer Rowe*

List of Tables and Charts

- Table 1** PTK Membership – Inductions and Eligibility
- Chart 1** Enrollment of Full-Time and Part-Time Students as of Fall Freeze
- Table 2** Community College Survey of Student Engagement (CCSSE) – *Benchmarks and Survey Items*
- Table 3** Number of First-Time (New and Transfer) Students Testing into - *Only 1, 2, Two or More Developmental Courses*
- Table 4** Scheduled Tutoring – Sessions and Students for 2012-2013
- Table 5** Total Number of Degrees and Certificates Awarded by Level for each Academic Year
- Table 6** Total Number of CAPE Courses and Registrations
- Table 7** Community College in the High School Program (CCHSP) Total Enrollment, Credit Hours, and Annual FTE Fall 2010 – Fall 2013
- Table 8** Methods Frequently Used by Academic Departments to Assess Student Learning Outcomes

List of Appendices

Appendix A	Acronyms in Middle States Self Study Report
Appendix B	Orange County Community College Board of Trustees – Resolution to Approve New College Goals
Appendix C	Timeline for Mission Review and Strategic Planning – Project Outline
Appendix D	Budget Certification Form
Appendix E	Annual Report Templates
Appendix F	PIP Revision Task Force – Stakeholders
Appendix G	Planning & Initiative Prioritization (PIP) System – Planning and Assessment Modules
Appendix H	Three (3) Year Enrollment Activity Report
Appendix I	Operating Revenue Sources [Institutional Effectiveness Plan AY 2012-2013]
Appendix J	Budget Preparation Process and Procedures
Appendix K	Analysis of Race/Ethnicity of New Hires (2009 – 2012)
Appendix L	Presentations to the Board of Trustees
Appendix M	Summary of Institutional and Divisional Surveys
Appendix N	Human Resources - Professional Development Training Opportunities*
Appendix O	Cabinet Retreat Agenda – Institutional Effectiveness Planning
Appendix P	Institutional Effectiveness Reporting
Appendix Q	Enrollment Activity – Revised Reporting
Appendix R	List of Data Reports
Appendix S	Assessment Across the Institution
Appendix T	Steps, Sequence and Services for Students who Test, Place, and Enroll at the College
Appendix U	Degree Works Information
Appendix V	Faculty Staff Development Committee (FSDC) – Budget and Expenditures
Appendix W	Professional Development 2012-2013 – Salary and Contractual Benefits
Appendix X	Professional Development – Categories and Expenditures 2012-2013
Appendix Y	Health Professions – Outside Accreditation Summary
Appendix Z	Newburgh Enrollment Activity Report
Appendix AA	Recommended Components of a Comprehensive Program Review
Appendix BB	Self-Study Suggestions and Recommendations

List of Hyperlinks

Hyperlink	Applicable Standard(s)
Vision, Mission, Values, and Goals	All Standards
College-wide Goal Review Presentation [October 2011]	1
College-wide Goal Review Survey Instrument [Fall 2011]	1
Strategic Plan 2009-2014	1, 2, 3, 4, 5, 7, 10, 11, 12
New Employee Orientation Presentation [2013]	1
Faculty and Staff Opinion Survey Instrument [Fall 2012]	1, 2, 5, 10
Faculty and Staff Opinion Survey Results [Fall 2012]	1, 5
Institutional Effectiveness Plan (IE Plan)	1, 2, 3, 4, 5, 7, 8, 9, 12, 13, 14
Student Learning Outcomes in General Education	1, 12
SUNY Orange Achievements in Research and Scholarship Conference (SOARS)	1, 6
Academic Affairs Annual Report 2012-2013	1, 10, 11, 12, 14
Center for Teaching and Learning – Calendar of Events	1
Hudson Valley Educational Consortium (HVEC)	1, 3, 5, 11, 13
Community College in the High School Program (CCHSP)	1, 11, 13
Faculty Exchange – Office of Educational Partnerships (OEP)	1, 13
Newburgh Library Collaborative	1
College Master Plans	1, 2, 3, 5, 7
Department and Unit Level Goals – [PIP System]	1, 3, 7
Planning, Budgeting, and Institutional Effectiveness Committee [PBIE]	1, 2, 3, 7, 10
Planning and Initiative Prioritization [PIP] System	1, 2, 3, 7
Planning, Assessment, and Resource Allocation (PARA) Cycle	2, 3, 7, 14
College Profile Presentation [Fall 2013].....	2, 7, 9
Community College Survey of Student Engagement (CCSSE) Instrument Spring 2012	2
Student Opinion Survey (SOS) Instrument Spring 2013	2
Budget and Planning Calendar	2
[Operating] Budget Request Form [2013-2014].....	2, 3
Equipment Request Form [2013-2014].....	2, 3
Position Authorization Request Form [2013-2014]	2, 3
Class/Office Room Renovation Request Form [2013-2014]	2, 3
Business Office – <i>homepage</i>	2, 3
Planning Timeline – [PIP]	2
Annual Reports [2012-2013]	2, 5, 7, 9
PIP System and Planning Process Feedback Survey [Fall 2010]	2
“Business of Budget” – New Manager Presentation	3
Comparison of Revenue and Projections presented to Board of Trustees [January 2014]	3
Facilities Master Plan	3
Sustainability at SUNY Orange – <i>homepage</i>	3
BATCAVERN	3, 13
SUNY Learning Network (SLN)	3, 13
Organizational Chart – Information Technology Services (ITS)	3
Academic Technology Committee - <i>membership and charge</i>	3
Human Resources - <i>homepage</i>	3, 4

Faculty Association Agreement	3, 6, 10
Civil Services Employees' Agreement	3, 6
Affirmative Action Manual	3, 6, 10
Committee for Institutional Diversity and Equity (CIDE) - membership and charge	3, 6
SUNY Orange Foundation – homepage	3, 8
“Defining Moments” Capital Campaign	3
College Association – Board of Directors, Agreement, and Constitution & By-Laws	3
Grants Office – homepage	3, 5, 10
Institutional Advancement Annual Report 2012-2013	3
Innovative Instruction Technology Grant (IITG) – announcement	3, 9, 10
“Fireside Lounge Chats” to Discuss Civility and Democracy	3
Title III “Strengthening Institutions” Program – homepage	3, 8, 9
Orange County Community College Board of Trustees – homepage	3, 4
State University of New York (SUNY) Board of Trustees – homepage	4
College Governance System – homepage	4
College Governance System – Constitution and By-Laws	4
Executive Committee’s Procedures Manual	4
Executive Committee – membership	4
Governance Standing Committees – membership and charges	4
Academic Policy Committee – membership and charge	4, 6, 10, 13
Student Academic Grievance Procedure	4, 6
Academic Policy Manual	4, 6, 9, 10, 13
Final Report: Ad hoc Committee on Governance [Fall 2011]	4
Governance Committee Survey [Spring 2012]	4
Board of Trustees – members	4
Board of Trustees – Committee Charters and Forms	4, 5
President’s Annual Evaluation Instrument	4, 5
SUNY Orange Policy Manual [online manual sections]	4, 6, 10
Conflict of Interest Policy	4
Code of Professional Ethics Policy	4
Board of Trustees Retreat Summation [June 2012]	4
Board of Trustees Self-Evaluation Instrument	4
Organizational Charts	5, 9
Office of Educational Partnerships (OEP)	5, 11, 13
Alumni Relations	5
SUNY Tax-Free Areas to Revitalize and Transform Update New York (START-UP NY)	5
Academic Master Plan 2010-2015	5, 10, 11
Student Services Master Plan 2010-2015	5, 8, 9
Cabinet Meeting Schedule	5
Board of Trustees – Meeting Schedule	5
Monday Meeting Schedule	5
Campus Grapevine	5, 10
“Academic Organization” Final Consultant Report	5
Community College Survey of Student Engagement (CCSSE) Results Spring 2012	5, 7, 8, 9, 10
Office of Career and Internship Services - homepage	5, 9

Introduction

Continuing and Professional Education (CAPE)	5, 11, 13
Management Confidential Evaluation Instrument – Draft	5
Management Confidential Evaluation Process – Draft	5
Clubs and Organizations at SUNY Orange	6
Student Opinion Survey (SOS) Results Spring 2013	6, 7, 8, 9, 10, 14
Office of Accessibility Services	6, 9
Cultural Affairs - <i>homepage</i>	6, 11
Global Initiatives	6, 11
Institutional Diversity Initiative	6
SUNY Orange Policy and Procedures Manual	6
Staff and Chair Agreement	6, 10
Student Handbook 2012-2013 - <i>Code of Student Conduct</i> [page 45]	6
Course Syllabus Template	6, 9, 11, 14
Student Handbook 2012-2013 - <i>Freedom of Speech & Assembly, Picketing, & Demonstration</i>	6
Honors Program Requirements	6
Beacon Conference	6
Student Handbook	6, 9
Student Activities Office – <i>publications</i>	6
Resolution on Grade Change Authority	6
Student Grapevine	6, 9
Facebook – SUNY Orange	6
Twitter – SUNY Orange	6
Flickr – SUNY Orange	6
Orange County Community College – <i>homepage</i>	6
E-Carillon [November 2013 issue]	6, 10
Institutional Planning, Assessment, and Research (IPAR) – <i>homepage</i>	2, 6, 7, 12, 14
Marketing Survey Fall 2013	6
College Catalog 2013-2014	6, 8, 9, 10, 11
College Catalog Archive	6
College-Wide Goal Review – <i>presentation to Assembly October 2011</i>	7
College-Wide Goal Review Fall 2011 – online feedback instrument	7
Institutional Effectiveness Focus Groups – Summary of Process and Feedback	7
Administrative Recommendations to Governance Standing Committees	7
Institutional Effectiveness Plan – presentation to Board of Trustees [February 2013]	7
Institutional Effectiveness Plan 2012-2013 Updates – <i>presentation to Board of Trustees</i>	7
Assessment Network of New York (ANNY)	7
Assessment Advisory Committee – <i>membership and charge</i>	7, 12, 14
Center for Teaching and Learning (CTL) – <i>homepage</i>	7, 12, 13, 14
Enrollment Activity Report Fall 2013	8
Application Viewbook	8
Application for Admission – online Fall 2014	8
Application for Admission – print Fall 2014	8
Admissions Events	8
Admissions Office – <i>homepage</i>	8
Accepted Students – <i>homepage</i>	8

New Student Advising and Registration Tutorial – New START - <i>presentation</i>	8, 9, 14
College Profile Presentation [Fall 2012]	8
ReSTART – <i>homepage</i>	8
Student Services Central	8
Placement Test	8, 13
Academic Advising – <i>homepage</i>	8, 9
Summer College Readiness Program	8, 13
Student Support Initiatives (SSI)	8
Financial Aid – <i>homepage</i>	8
Financial Aid Forms and Documents	8
Financial Aid Video Demonstrations	8
Student Services Assessment Initiatives Summary Chart	8
Wellness Center	9
Student Mobility	9
Banner Self Service	9
Academic Program Sheets	9, 11
Course Conversion “Look Up”	9
Academic Support Services – <i>homepage</i>	9, 13
Academic Support Services – <i>organizational chart</i>	9
Academic Support Application	9
College Readiness Programs – <i>Data Spreadsheet 2012</i>	9
Pre-Semester Interventions	9
Summer Institute	9
Learning Communities – <i>homepage</i>	9
Career Portal	9
“Project Up” Suicide Prevention Grant - <i>announcement</i>	9
Veteran’s Affairs	9
Student Activities Office – <i>homepage</i>	9, 11
Board of Activities – <i>homepage</i>	9
Student Senate	9
I-Connect Schedule - Fall 2013 Middletown Campus	9
Athletics – <i>homepage</i>	9
Intramurals – <i>homepage</i>	9
Public Recreation Program – <i>homepage</i>	9
Records and Registration Office – <i>homepage</i>	9, 11
FERPA – <i>homepage</i>	9
Student Records – <i>College Policy</i>	9
Red Flag Policy – <i>Identity Theft Prevention – homepage</i>	9
SUNY Orange Hiring Procedures – <i>for Non-CSEA Employees</i>	10
Promotion and Tenure – <i>College Policy</i>	10
Procedures and Timelines for Reappointment and Tenure – <i>Faculty</i>	10
Procedures and Timelines for Reappointment and Tenure – <i>Librarians</i>	10
Procedures and Timelines for Reappointment and Tenure – <i>Academic Advisors</i>	10
Administration Procedures for Student Feedback Forms (SFF)	10
Student Feedback Form (SFF)	10, 14

Introduction

Course Evaluation Summary	10
Revisiting the Student Feedback Form – <i>presentation</i>	10
Chair Performance Review Schedule	10
Chair Performance Review Memo	10
Faculty Feedback Form	10
Chair Self-Reflection Form	10
Chair Self-Evaluation Form	10
New Faculty Orientation – 2013-2014 Agenda and Future Sessions	10
Curriculum Committee – <i>charge and membership</i>	10
Curriculum Committee – Policies and Procedures	10, 11
Curriculum – Changes and Approvals	10
Developmental Education Committee – <i>charge and membership</i>	10, 13
Faculty iPad Program	10
Magna Commons	10
Faculty Staff Development Committee – <i>charge and membership</i>	10
Faculty Workshops – Spring 2013	10
Faculty Workshops – Fall 2013	10
Professional Recognition and Awards Committee – <i>charge and membership</i>	10
Excellence in Classified Service Award	10
Chancellor’s Awards for Excellence	10
Teaching Awards	10
SimLabs	10, 14
SUNY Orange Functional Individualized Training (SO Fit)	10
Degrees, Programs, and Certificates	11
Center for Youth Development – Liberty Partnership Program (LPP)	11, 13
Mathematics Department – SLO Review – Department minutes	11
General Education Assessment Schedule	11, 12
Academic Program Review Schedule	11, 14
Transfer Credit Evaluation Process	11
Articulations/Transfer Agreements	11
Honors Program – <i>homepage</i>	11
National Collegiate Honors Council (NCHC)	11
Sustainability Committee – <i>charge and membership</i>	11
Sustainability Plan	11
Library – <i>homepage</i>	11
Library – Subject/Research Guides	11
Library Instruction (LI) & Embedded Librarian	11, 12
Information Management – rubric	11, 12
Information Management Assessment Plan	11, 12
SUNY General Education Requirement (GER)	12
Guidelines for the Approval of SUNY GER Courses	12
SUNY Seamless Transfer Requirements Resolution	12
Seamless Transfer Taskforce – project plan	12
General Education Course Listing [from College Catalog]	12
Streamlining of the State University Board of Trustees Policy on Assessment	12, 14

Critical Thinking Rubric	12
Mathematics Rubric	12
Written Communication Rubric	12
General Education Summary Report Form	12
Department Meeting Minutes Examples – Assessment Update Reports	12
“Actions to Be Taken” Mathematics Department	12
Assessment of SLOs in Information Management: <i>Methods, Results, and Next Steps</i>	12, 14
SUNY Student Opinion Survey Highlights of Spring 2013 Results	12
Placement Exam Informational Video Modules	13
SUNY Task Force on Remediation	13
Memorandum to Presidents – Guidance: <i>Non-Credit Remedial Courses Eligible for State Aid</i>	13
Writing Center	13, 14
Reading Center	13, 14
Math Tutorial Lab	13, 14
Tutorial Center	13
Continuing and Professional Education (CAPE) - organizational chart	13
CAPE Contract Training Evaluation Form	13
CAPE Strategic Plan	13
Newburgh Branch Campus	13
Newburgh Campus – Degree Programs	13
CCHSP – Principal Survey Instrument	13
CCHSP – Guidance Counselor Survey Instrument	13
CCHSP – Teacher Survey Instrument	13
CCHSP – Alumni Survey Instrument	13
Additional Instructional Sites – <i>homepage</i>	13
Angel Training	13
Hudson Valley Educational Consortium (HVEC) – Affiliation Agreement	13
Budget Certification Form	14
Information Management SLO – Course Inventory	14
Information Management – Follow Up Meeting Summary 2010	14
Critical Thinking Summary of Results 2010-2011	14
Academic Program Review – <i>Tools and Techniques for Program Improvement</i>	14
Assessment of Student Learning at SUNY Orange – <i>presentation</i>	14
Student Learning and Institutional Effectiveness – <i>presentation</i>	14
Assessment Network of New York (ANNY)	14
University Faculty Senate’s <i>Guide for the Evaluation of Undergraduate Academic Programs</i>	14
Academic Program Review – <i>A Guide for Coordinating an External Review</i>	14
Assessment and Institutional Effectiveness Survey of Academic Departments - instrument	14
Departmental Activity Report – Example Fall 2013	14
Transfer Activity Report – Fall 2013	14
Graduation Activity Report – Five Year	14

Chapter 1 Executive Summary

Orange County Community College was founded in 1950 as the first County-sponsored community college in the State University of New York system (SUNY). The main campus in Middletown is located on 37 acres in the western end of the County, and the Newburgh campus is located in the County's eastern end, overlooking the Hudson River. Orange County Community College operates extension centers in Warwick, Port Jervis and Monroe-Woodbury as well as the Community College in the High School (CCHSP) Program in high schools across the County.

Since its inception, the College has focused its efforts on providing an accessible quality higher education to students from Orange County and the Hudson Valley. Access to quality higher education remains at the core of the College's mission, which states:

We are a community of learners dedicated to reaching out to all citizens of Orange County to enrich their lives through the highest-quality education possible. Intellectual rigor, personal commitment and enhanced citizenship distinguish a SUNY Orange education which will enhance students' economic opportunities, deepen their appreciation of culture and of their place in history while broadening their sense of responsibility in a democratic society.

Orange County Community College was the first two-year college in the nation to offer the associate degree in nursing as well as the first community college to plan and co-sponsor with local Chambers of Commerce a Business Institute. The College's reputation as a leader in providing rigorous academic programming and valuable services continues today. Experienced and dedicated faculty have prepared nearly 450,000 students with the knowledge and skills to achieve their academic and career goals.

Educational Offerings

The College is dedicated to enriching the lives of all citizens of Orange County by providing quality education to meet students' needs for further education, employment, and personal growth. Through comprehensive and regular programmatic reviews, the College ensures that its educational offerings are current and relevant and that students are achieving their learning outcomes.



The College offers three degrees, the Associate degree in Art (AA) and Science (AS) preparing students for successful transfer to four year institutions and the Associate degree in Applied Science (AAS) providing the knowledge and skills for entry into the workforce or possible transfer. The College's three Academic Divisions, Liberal Arts, Health Professions, and Business, Mathematics, Science and Technology provide 33 associate degree programs and 6 certificates through full-time or part-time study, day and evening, as well as online instruction. Twenty-one percent (21%) of degree seeking students at Orange County Community College are enrolled in AAS programs, while 22% enrolled in the AA degree program and 36% in an AS program. A substantial number of non-credit courses and workforce development opportunities are offered

by the College's Continuing and Professional Education (CAPE). The College also sponsors a series of cultural events, lectures and performances for students, staff, faculty and the community.

Student Population

Enrollment

Since its founding, the College has been dedicated to meeting the needs of a culturally, socio-economically and academically diverse student population. The College ensures student success by supporting students from admission to graduation through effective advising, counseling, career guidance, extra- and co-curricular, and academic support services. Orange County Community College has 7,014 students enrolled in Fall 2013, with forty-seven percent (47%) as full-time. The age range of the College's student body varies with more than three-quarter of our students (77%) under the age of twenty-five. Twenty-five percent (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 (CCHSP) Program.

Diversity

The diversity of the students reflects the increasing diversity of the County with 11% of the College's students reporting their race/ethnicity as Black and nearly 25% as Hispanic. Many students are employed part or full-time, with 42% of students reporting through the most recent administration of the Student Opinion Survey (Spring 2013) that they work over 21 hours per week. Recognizing the growing diversity of its students, the College is committed to being an accessible and affordable academic institution

Preparedness

Orange County Community College is an open-enrollment institution, and its faculty, staff, and administrators take pride in the fact that the College has and continues to meet the needs of a diverse body of learners. While today's student brings great diversity and vitality to the College, significant demands and expectations are placed on the institution as a whole. 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. This trend is not limited only to students who place in developmental courses as under-preparedness impacts even students who place into college-level courses as they too struggle academically due to inaccurate perceptions and expectations of the college environment, lack of social skills, maturity levels, family challenges and work obligations. Ultimately, student preparedness has and 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 secondary schools in Orange County.

Educational Goals

Orange County Community College successfully prepares students for graduation as well as offers students with other educational goals the opportunity to gain a certificate, improve skills, as well as prepare for transfer to another institution. The College has also responded to recent enrollment trends of increasing part-time students by ensuring that these students receive the same quality support and instruction as their full-time counterparts. Additionally, the College has successfully focused efforts towards initiatives that improve its

students' graduation rate. For the past three (IPEDS) reporting years, the 150% rate of graduation has increased from 13% to 20%. Additionally, data indicates that 34% of those students graduating at the conclusion of 2008-2009 transferred to another four year institution.

Governing Structures

Orange County Community College is governed by the State University of New York's Board of Trustees and supported by System Administration in Albany. The College has a local Board of Trustees which consists of ten members; nine appointed by the Orange County Executive and the Governor as well as an elected student member. The College President meets regularly with his Vice President administrative team and Cabinet to review policies and procedures, discuss issues and initiatives, address concerns, and make recommendations to assist the President in decision-making.

The College's active Governance system recommends policies, procedures, and advisory opinions to the President concerning academic policies, standards, curriculum, staff development, planning, assessment, student affairs, recruitment, and retention. The Executive Committee oversees the formation of committees and ensures that the charges of the other 14 current Standing Committees are carried out.

Resources

Orange County Community College's funding for the general operating budget comes from three primary sources: student tuition revenues, sponsor [Orange County] contribution, and New York State aid. In efforts to diversify funding sources and increase revenue, the College's Capital Campaign, "*Defining Moments*" was implemented in 2007 and has been successful in that endeavor raising some \$25 million dollars. Additionally, the College's Foundation and Grants Office actively seek funds to support the goals and strategic priorities that guide the institution.

Summary of Institutional Changes and Developments

Since Orange County Community College's last decennial accreditation, significant changes and developments are worth noting, particularly since they are relevant to the Middle States accreditation Standards of Excellence.

- Members of the College including faculty, staff, and students engaged in a transparent collegial review and revision of its College goals, with approval by the Board of Trustees in January 2012.
- The Board of Trustees and the Foundation have increased their level of collaboration which has resulted in improved information-sharing, planning, and joint initiatives.
- Building upon the College's reliance on its Strategic Plan and supporting Master Plans, faculty, staff, and administration engaged in an institutional effectiveness planning initiative which resulted in the development of a formalized Institutional Effectiveness Plan (IE Plan) which was accompanied by benchmarking, goal-setting, and the identification of critical data that will measure institutional success.
- The designation of its Newburgh location as a branch campus has been a significant achievement and challenge for the College. With a branch campus, the College has evaluated its Governance system to determine if the current model remains best suited for a multi-campus setting. A Senior Associate Vice President for Academic Affairs at the Newburgh campus position was recently created to oversee Cultural Affairs, the Office of Educational Partnerships, Academic Support Services, and developmental educational activities. Additionally, the College will complete an analysis of the impact of the branch campus in Summer of 2014.
- In 2011, the Academic Affairs Office appointed a Vice President with extensive experience in academic leadership bringing stability and vision to the Division following several years of interim leadership. The VPAA has successfully ensured the academic rigor of programs, created professional development opportunities for faculty, and enhanced services to support student success.
- In efforts to formally develop a division-wide Master Plan, the Student Services Division conducted a comprehensive review of the staff, services and programs within each department. Organizational

and leadership changes include the appointment of the new Associate Vice President of Student Engagement and Completion, and significant changes to the College's Wellness Center, Career and Internship Services, and Office of Accessibility Services.

- In Fall 2013, the College has begun an exploration into the feasibility of housing at the Middletown campus with financial support from the SUNY Foundation to hire a consultant to conduct the study.
- Several significant technology initiatives have and will continue to impact and benefit faculty, students, and staff including the expansion of wireless access on the Middletown Campus, the development of a technology replacement plan, as well as the Spring 2014 implementation of the College's Portal. This has followed the addition of a Vice President level ITS administrator, the Vice President for Information Technology (VPIT).
- Efforts to improve college-wide collaboration and communication includes an increase in the use of targeted list-serves, open and collaborative meetings, as well as internal and external publications such as the bi-weekly electronic publication of the Grapevine to faculty, staff, and students. The Communications Office has engaged students through social media efforts, including Facebook and Twitter. These developments, along with the release of the Portal in 2014, represent recent efforts in an ongoing process to increase opportunities for engagement and information-sharing. However, the College recognizes, especially through the self-study process that the institution can improve its internal communications.
- The Center for Teaching and Learning (CTL) has been reinvigorated with full-time leadership to promote excellence in teaching and learning for the College community through programs, services and resources in order to enrich student learning and success, enhance effective teaching methods and practices, promote collegiality and collaboration as well as to develop technological competence and creativity.
- In compliance with State University of New York (SUNY) mandates, and in an effort to promote academic success, the College has implemented a comprehensive assessment of student learning outcomes in General Education courses and academic programs. The College has completed three cycles of General Education assessment, conducted comprehensive reviews of its academic programs resulting in curricular changes and administered twice the Community College Survey of Student Engagement (CCSSE). The SUNY Seamless Transfer Initiative will require an analysis and updating of all academic programs in the 2013-2014 and 2014-2015 academic year.
- Innovative initiatives, such as Learning Communities and Pre- and Post-Semester Interventions, addressing the growing number of underprepared students enrolled at the College have been successfully piloted and implemented.
- The College's Middletown Campus will open its Center for Science and Engineering in Fall 2014.
- Child care services for students, employees, and the community have been expanded and enhanced through the construction of the Morrison Lab School at the Middletown campus and through extensive renovation in Newburgh's Tower Building.
- The College obtained a \$1.8 million dollar Title III "*Strengthening Institutions*" federal grant to support an improved admission and advising experience for students in efforts to increase rates of retention and graduation.

Committed to Mission

The preparation of Orange County Community College's Self-Study occurs at a time when the College and New York State are experiencing an economic downturn directly impacting the College's resources. Despite the financial concerns and challenges, the College remains committed to realizing its mission and goals and providing excellent programs and services. The College will continue to effectively and efficiently utilize its resources to develop and maintain high quality facilities, technology, services, and employees to meet the needs of its students. As the needs of the community grow, the College continues its mission to meet those needs by making significant contributions toward the cultural, economic and social improvement of the County.

Chapter 2 Preparation of the Self-Study Report

Orange County Community College's Self-Study is the product of collaboration between the College's academic and administrative areas including the President, his Cabinet, the Institutional Planning, Assessment and Research Office, and leaders in the College's Governance system. The Self-Study Steering Committee and Working Group members served a significant role in compiling and analyzing evidence and data of institutional progress. Most importantly, the College community of faculty, staff, administration, Trustees, and students contributed to the development and review of the report by participating in open forums, providing reflective feedback, and reviewing drafts.

Developing the Self-Study has provided the College the opportunity to document accomplishments and identify next steps in preparation for its vision and mission review as well as the next iteration of the institution's Strategic Plan.

Steps in Preparation for the Self-Study

In Summer 2011, the President of the College organized a Self-Study Planning team that consisted of the President, the Vice Presidents and the Institutional Planning, Assessment & Research Officer (IPAR). The team met to review the steps the College needed to take to begin to prepare for its MSCHE Self-Study report and visit in Spring 2014. The MSCHE's publication, "*Self-Study Creating a Useful Process and Report*" was reviewed; and the team drafted an initial timetable of activities. Additionally, the team began to identify potential Self-Study Steering Committee members.

Co-Chairs, Steering Committee, and Working Groups

In Fall 2011, the President selected the College's Vice President of Academic Affairs (VPAA) and the IPAR Officer to co-chair the College's self-study process. After the appointment of the Steering Committee Co-Chairs, the Self-Study Planning team members transitioned to an Ex-Officio capacity. The Steering Committee Co-Chairs facilitated the selection of the Steering Committee members, with the President, Vice Presidents, and Cabinet, established the Working Group membership, developed a timetable of activities, and decided to utilize the College's learning management system, Angel, to support the work of the Steering Committee and Working Groups. The College community was encouraged to contact their Associate Vice President and/or Vice President if they were interested in contributing to the self-study process. The Steering Committee reviewed and approved the Working Group make-up and membership in December 2011. Student Services recruited student members, and they were assigned to the Working Groups. Steering Committee and Working Group members were officially invited by the President to participate in the College's Self-Study.

Self-Study Preparation Visit

The Steering Committee Co-Chairs attended the November 2011 MSCHE's Self-Study Institute in Philadelphia, PA. They then presented materials and information to the College and emphasized the need for evidence to support the Self-Study report and its recommendations. Upon returning from the Self-Study Institute, the Steering Committee Co-Chairs began to prepare for the March 8, 2012 Self-Study Preparation Visit with MSCHE staff liaison, Dr. Ellie Fogarty. As scheduled, Dr. Fogarty met with President Richards, the College community, the Self-Study Steering Committee, and members of the College's Board of Trustees. Feedback from Dr. Fogarty, the Steering Committee, Working Groups, and the College was considered and addressed. The final Self-Study Design was submitted to the Middle States Commission on Higher Education in Spring of 2012 following Dr. Fogarty's visit.

Understanding the Standards of Excellence and Fundamental Elements

During Fall 2011, the Steering Committee met three times to receive MSCHE materials and publications,

review their charge and roles for the self-study process and finalize the make-up and membership of the Working Groups. A member of the Steering Committee co-chaired each of the eight (8) Working Groups along with an elected Working Group member. In February 2012, the Steering Committee and Working Group members had their first orientation meeting. Working groups identified among its members a document manager and a technical assistant to support the organization and technology needs of the Group.

The beginning of the Spring 2012 semester was dedicated to training the Steering Committee and Working Group members on Angel, the learning management system through which the Self-Study work was organized, communicated, and managed. In March 2012, all Working Group members participated in a self-study training that was facilitated by the Steering Committee Co-Chairs. The training enabled all Working Group members to understand how their

During Fall 2011, the Steering Committee met three times to receive MSCHE materials and publications, review their charge and roles for the self-study process and finalize the make-up and membership of the Working Groups. A member of the Steering Committee co-chaired each of the eight (8) Working Groups along with an elected Working Group member.

groups would identify, collect, and maintain documents, request information and technical assistance, as well as how to answer their Self-Study Design research questions.

College Communication of Self-Study Progress

Through consistent communication, the Steering Committee Co-Chairs ensured that the College understood the expectations and process of undergoing a Self-Study accreditation process.

- The self-study process was a regular agenda item at the bi-monthly Vice President’s meeting, monthly Cabinet, Academic Affairs and Student Services Leadership Team meetings, as well as at monthly Assembly and Board of Trustees meetings.
- Self-study updates, activities, presentations, and events were communicated through monthly College Assembly presentations.
- The College’s *Grapevine* (twice weekly e-newsletter) was utilized to promote a MSCHE Standards “Awareness” Campaign whereby each Standard was highlighted and summarized.
- Throughout the process, the College’s Middle States webpage also served as a means by which the College’s past and current accreditation activities could be accessed.
- Throughout the self-study process, the Steering Committee Co-Chairs collaborated with both the Information Technology Services (ITS) Department and Center for Teaching, Learning, and Technology (CTL) for training and technology support.

Nature and Scope of Self-Study

The College selected the Comprehensive Self-Study as its model whereby each Standard is reported in order. The Steering Committee Co-Chairs proposed the framework with unanimous approval by the President, Cabinet, and Steering Committee. The selection of this model and organization of Standards will assist the College in establishing an approach and process by which the institution continues to self-evaluate in order to grow and improve. While Working Groups were responsible for multiple Standards, the Self-Study reports each Standard in order.

Intended Outcomes of the Self-Study

The Self-Study Steering Committee, under the direction of the President, has focused and approached this comprehensive Self-Study for purposes beyond reaccreditation as the institution is committed to identifying the strengths upon which it can build as well as the challenges that will prompt improved processes and outcomes. The College will use this as an opportunity to engage the community in meaningful conversations that guide decision-making to better support the success of our students and our contributions to the communities served. Through the Self-Study, the College was able to:

- Illustrate its compliance with the 14 Standards for Accreditation through a Self-Study report that will also serve as a future planning tool.
- Enhance communication college-wide using protocols that can continue beyond the self-study process.
- Review and evaluate the integrity and commitment to quality reflected in all of the College's policies and practices.
- Develop sound recommendations that address challenges identified during the self-study process.
- Assess the extent to which the mission, values, goals, and strategic priorities are evident in the College's services, programs, and operations.
- Determine the level of support that the College provides for outcomes assessment activities and to determine the extent to which the College collects assessment data and is responsive to the data in planning and budgeting.
- Examine the delivery of programs, services, and policies and procedures in order to align essential functions and replicate best practices across the College.
- Study the impact of reduced or stagnant levels of state funding upon the College.
- Celebrate the accomplishments and progress since the previous Self-Study and the Periodic Review Report.



Summary of the Self-Study Report Chapters

The chapters of this Self-Study Report have been developed in accordance with the “*Self-Study: Creating a Useful Process and Report*” as well as the College's Self-Study Design. Orange County Community College's Self-Study Report consists of 17 Chapters followed by an extensive Appendix and required attachments with embedded links to supporting evidence. All evidence is accessible for the Team Evaluators electronically as well as through the resource room during their Team visit. The contents of the Self-Study conform to the Self-Study Design, and each Chapter is summarized below:

Chapter 1 - Executive Summary provides an overview of the College's educational offerings, enrollment, student population, structure, and resources, including references to the institutional mission and significant developments since the 2009 Periodic Review Report.

Chapter 2 - Preparation of the Self-Study Report begins with an overview of the preparation of the Self-Study and concludes with a chapter-by-chapter summary of the Self-Study report.

Chapter 3 - Standard 1: Mission and Goals describes how the College's vision, mission, values, and goals are discussed and reaffirmed by Trustees, faculty, administration, staff, and students and publicized for all constituencies to review. Additionally, the Chapter provides evidence for the effective communication to internal and external constituents of its mission and goals as well as demonstrates the efforts to assess and achieve its mission and goals - especially that of continuing to be an open access institution. Finally, the Chapter demonstrates the ways in which institutional planning and resource allocation is informed by and is consistent with the mission, values, and goals.

Chapter 4 - Standard 2: Planning, Resource Allocation and Institutional Renewal details the College's evolving planning and budgeting process and considers the ways in which the institution seeks to integrate its system of planning and resource allocation thereby supporting the College's mission, goals, strategic priorities. The Chapter offers insight in the ways in which the institution has endeavored to create an integrated process of planning and budgeting that is 1) guided by the College's Academic Affairs Master Plan; 2) discusses the means by which goals are established, reviewed, refined, and assessed; 3) demonstrates the involvement of the

entire College community in institutional planning and renewal efforts; 4) responsive to internal and external factors that affect budgeting; and 5) regularly reviewed and assessed.

Chapter 5 - Standard 3: Institutional Resources examines the relationship between the College's budget development and resource allocation process and its strategic planning process. The Chapter considers the College's current allocation processes and emphasizes the ways in which the College's decentralized budget planning and management processes support the effective and efficient use of resources in alignment with the College's mission, goals, and strategic priorities. Additionally, the Chapter highlights how College resources are allocated for maintenance, lifecycle replacement, and support student learning and services. Furthermore the Chapter offers insight into the methods by which the College's resources are measured and assessed, emphasizes the ways in which planning and assessment guide resource allocation, and provides evidence for the efficient and effective utilization of College resources.

Chapter 6 - Standard 4: Leadership and Governance discusses the College's governing body and examines the ways in which the College operates in conjunction with and independent from the State University of New York (SUNY) and provides details and evidence for the ways in which the College is dedicated to maintaining a collegial system of Governance. Taken as a whole, the Chapter considers the underlying policies and procedures that ensure the participation of administration, faculty, staff, and students in college decision-making; examines important developments in and assessments of the system of shared Governance; describes the mechanisms by which information is shared and feedback is assessed; and considers the measurement and effectiveness of the College's current system of shared Governance. Finally, the Chapter considers the nature, structure, assessment, and role of the College's Board of Trustees.

Chapter 7 - Standard 5: Administration focuses on the institution's organizational structure and examines the nature, structure, and role of the College's senior administration, including the roles, responsibilities and qualifications of the President and his Vice Presidents. The Chapter outlines the evaluation of the College's leadership. Additionally, the Chapter describes the means and mechanisms by which the College's vision, mission, and goals are supported ensuring that the College continues to be an open, rigorous, and supportive environment for all constituents.

Chapter 8 - Standard 6: Integrity details the means and mechanisms by which the College promotes a culture of integrity and maintains an academic environment supportive of academic inquiry and intellectual freedom. In so doing, the Chapter highlights the ways in which the College has endeavored to develop, sustain, and grow a climate of respect for diversity, fair, and ethical hiring practices for faculty and staff, as well as equitable grievance procedures for faculty, staff, and students. The Chapter also demonstrates the ways in which the College has fostered a climate of academic freedom and integrity, including discussion of efforts and policies related to academic freedom, academic dishonesty, and intellectual property rights. Finally, the Chapter considers the methods by which expectations, policies, institutional data, course and program data, and institutional values are communicated to College constituents.



Chapter 9 - Standard 7: Institutional Assessment describes the College's efforts to foster a culture of assessment and demonstrates the support and commitment of assessment college-wide through resources and professional development. To that end, the Chapter examines the development and implementation of

the College's Institutional Effectiveness Plan (IE Plan), benchmarking procedures, institutional planning, evidence of data-driven decision-making, and initiatives resulting from institution-wide assessment. These features demonstrate ongoing efforts by the College to ensure that assessment results effectively inform budget and resource allocation decisions and promote a planning process guided by the institution's mission and goals and are in compliance with accreditation standards.

Chapter 10 - Standard 8: Student Admissions and Retention considers the ways in which the College provides students the assistance, connection, guidance, and support that enable them to successfully achieve their educational and employment goals and offers services and programming that create enthusiasm that fosters a commitment to learning. The Chapter examines the Student Services Master Plan and Enrollment Activity Report, recent improvement initiatives, admissions policies and procedures, learning support in the form of placement testing, basic skills courses, and readiness programs, as well as the types of financial support offered by the College.



Chapter 11 - Standard 9: Student Support Services considers the College's ongoing efforts to provide equitable and accessible services that meet the academic needs of its diverse student body, and thereby promote the institution's mission and goals. The Chapter begins with a focus on important developments in the Student Services Division and highlights the variety of student support services and programs offered by the College. The Chapter details recent assessments of student support services and considers how those evaluations have led to important initiatives and developments that encourage and enable students to succeed. Additionally, the Chapter highlights the ways in which extracurricular activities and the athletic programs further support student development and success.

Chapter 12 - Standard 10: Faculty details the College's highly effective faculty and supportive learning environment, its commitment to creating an environment that fosters teaching excellence, best practices, and professional development among all employees, whether full- or part-time. The Chapter examines 1) recruitment and hiring processes; 2) measurement and evaluation of teaching excellence; 3) assessment of student learning and success; 4) support for curricular developments and improvement; 4) equitable processes for review and grievance, and 5) support for professional development.

Chapter 13 - Standard 11: Educational Offerings presents evidence of the College's ongoing efforts to support its higher education mission. The Chapter offers insight into the ways in which it fosters the development, assessment, and improvement of rigorous and high-quality academic offerings. The Chapter details the processes for course and program review with emphasis on the systematic efforts to provide opportunities for synthesis of learning and articulate, embed, and assess learning outcomes. Moreover, the Chapter provides discussion and evidence of the College's learning resources, support services. Recent initiatives supportive of the College's mission are highlighted including information and technology literacy assessment, faculty and staff collaborations, articulation agreements, and the means by which the College provides access to curriculum, via multiple locations and alternative formats. Additionally, the Chapter highlights educational efforts that extend beyond the institution's degree and certificate programs including the ways the College provides access and opportunity to the region's high school students and residents.

Chapter 14 - Standard 12: General Education examines the College's General Education degree requirements and situates its efforts of improving and assessing General Education within the framework of State University of New York (SUNY) efforts and mandates that aim to improve student learning and enable seamless transfer within SUNY. Furthermore, the Chapter details the processes by which General Education requirements are embedded in courses and programs, communicated to current and prospective students, and managed and assessed by departments, units and the College as a whole. Additionally, the Chapter highlights strategies and efforts that support the College's ongoing efforts to measure and improve student learning across General Education courses.

Chapter 15 - Standard 13: Related Educational Activities covers a broad range of educational issues and topics including the College's efforts to respond to the educational needs of underprepared students, to provide a variety of learning platforms and non-degree-bearing activities, and to develop and enhance relationships and partnerships with external entities that enhance student opportunities and support the College's mission.

Chapter 16 - Standard 14: Assessment of Student Learning details the College's commitment to and ongoing efforts at improving student learning through the development of a culture of assessment. The Chapter begins by situating the College's history of assessment within the contexts of SUNY policies and requirements. The Chapter then examines the ways in which Governance Standing committees, administration, and the College community as a whole are working to enhance a culture of systematic, sustained, and comprehensive assessment, including the regular evaluation of student learning outcomes and the improved utilization of academic program reviews.

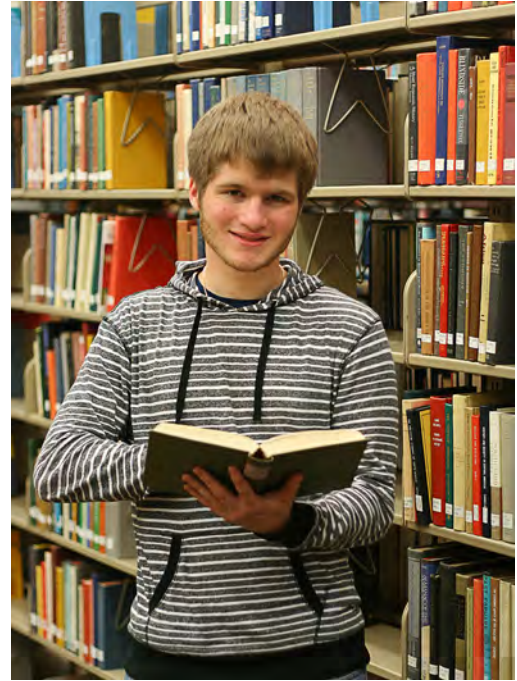
Chapter 17 - Conclusion summarizes the Self-Study report and details the conclusions and recommendations reached by the College's Steering Committee, Working Groups, Board of Trustees, and through regular exchanges and discussions with the institutional stakeholders.

The College's suggestions and recommendations are summarized by Standard in chart form in Appendix BB.

Chapter 3 STANDARD 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Orange County Community College's [mission](#) statement defines how the College seeks to structure its identity in the communities it serves and reflects an institution dedicated to providing high-quality education, enrichment, and opportunities for students to enhance cultural awareness and their capacity for citizenship. More than simply words, Orange County Community College's [vision, mission, values and goals](#) represent the ideals that inform our activities and initiatives and the values that the faculty, staff, and leadership strive to uphold and advance. And just as rigorous courses and numerous cultural and educational programming reflect the College's commitment to its goals and mission, so too, do the College's periodic reviews, strategic planning, institutional effectiveness efforts, culture of collaboration and support for learning and scholarship signal our support for the [vision, mission, and values](#) that shape the institution.



Review of Mission and Goals

The most recent formal review of the College's goals took place in the Fall 2011 semester. College-wide [presentations](#), broad discussion, and a [College-wide Goal Review Survey](#) engaged faculty, administration, staff, governing bodies, and students in the review and revision of the institution's goals. The Board of Trustees reviewed and discussed the proposed revisions and passed a resolution to approve the goals in January 2012 (Appendix B). All relevant stakeholders were provided the opportunity to offer input into this process, resulting in healthy discussion of the goal revisions. As part of this process, the College realized that the community constituents are very much committed to the language of the goals and the history and tradition they represent.

Upon entering its third cycle of mission review and evaluation, the College is committed to coordinate future reviews in conjunction with strategic planning, enabling the College to better align institutional planning, unit goals, initiatives, and outcomes with the mission. The College is cognizant of the need to strengthen the connection between its [mission, goals](#), and [strategic priorities](#). Thus, the College is not only committed to making such review processes institutional, but also applying this model of collaborative discussion and review to the regular assessment of its vision, values, mission and strategic priorities. As a result, the College has incorporated critical reviews of all guiding principles into its [cycle of planning and assessment](#), and ultimately sees this as a means by which it can translate strategic planning into actions and initiatives that secure and advance the mission of the institution. To ensure alignment, a task force being spearheaded by members of the President's Cabinet has detailed a comprehensive two year strategic planning process (Appendix C).

Commitment and Communication of Mission and Goals

The College has endeavored to foster greater faculty, staff, and student awareness and discussion of its

mission, goals, and strategic plans. Whether in digital or print form, the College's [vision, mission, values and goals](#) are readily accessible to employees, current and prospective students, and the community at large. By placing the College's [mission, vision and values](#) in student publications and online, an increased awareness among our current and prospective students is fostered. With the adoption of a portal, the College intends to enhance and target its messaging for all internal constituents. Additionally, the College's vision, mission, values, and goals are distributed to new college employees upon hire; and introduced and discussed during [employee orientation](#).

These values and goals guide the College's work through initiatives that improve its programs and services and help focus the institution's planning and resource allocation. The College assessed the awareness of mission in its [2012 Faculty and Staff Opinion Survey](#), and the results revealed that ninety two percent (92%) of the faculty and staff responding to the survey strongly agree/agree that they understood how their position at the College contributes to the fulfillment of the mission and goals ([Faculty & Staff Opinion Survey Results](#) Item #15).

Further, the commitment to the College's [mission and goals](#) extend beyond the College to its community stakeholders. One prominent example of external mission awareness can be found within Orange County Government's continued financial support of the institution. Orange County has been generous in past years, where the 10 year average increase amounts to 4.5%; however, a steady decline in support has occurred since 2009. This is a statewide trend. Even with decreases in other sources of funding, Orange County has maintained their level of support at 30% of the total operating budget. Orange County has also supported 50% of the College's Capital budget for critical maintenance projects equal to an average of \$1 million per year in addition to two (2) major building projects in excess of \$60 million. At a time of diminished resources from state and federal funding, this exemplifies the appreciation and commitment of Orange County officials to Orange County Community College and is a further testament to the vital role the College plays in offering opportunities for growth to its students and members of the community-at-large.



Strategic Commitment to College Goals

The College's [vision, mission, values, and goals](#) frame the focus of our strategic priorities and planning efforts, the development, implementation and utilization of an [Institutional Effectiveness Plan \(IE Plan\)](#), as well as college wide decision-making, and allocation of resources.

Strategic Planning

The College's [Strategic Plan 2009-2014](#) has five priorities:

- **Priority I:** Refine and strengthen the College's Academic Master Plan. A Facilities Plan, a Technology Plan, a Resource Development Plan, and an Enrollment Management Plan will support implementation of the Academic Master 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:
 - Expanding the scope of responsibility and authority of the Planning Committee.
 - Improving the collection, usefulness, and availability of planning data.
 - Developing and integrating into the operating life of the College the recommendations made by the Middle States 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.

Chapter 3 [STANDARD 1: Mission and Goals]

The College's commitment to accomplishing its goals is best demonstrated through the impact of strategic planning. More than simply developing and implementing systems and structures that refine and advance planning and prioritization, the College has been active in translating priorities into initiatives that advance the institution's mission and goals.

Academic Quality and Rigor

Together faculty, staff, and administration is committed and seek to provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment, and enrichment goals. Moreover, the College is committed to developing students' knowledge and skills in twelve areas of [General Education](#), including critical thinking, information technology and literacy, and communication.

Standards 11, 12, 13, and 14, document well the actions and initiatives the College has undertaken to ensure and enhance academic quality and achieve its mission and goals. Whether in curriculum development, professional development, hiring practices, or assessment, Orange County Community College has been proactive in its efforts to support students with a rigorous education. Demonstrable commitment to quality education is also found in recent initiatives such as the expansion of the Honors Program to the Newburgh Campus and the interdisciplinary conference, [SUNY Orange Achievements in Research and Scholarship Conference \(SOARS\)](#), launched in 2013. Numerous examples of interdisciplinary collaborations that support lectures, performances, and literary readings involving faculty, staff, students, and the community serve as additional evidence.



One benchmark of the commitment to academic rigor and quality is the membership growth in Phi Theta Kappa, an honor society at two-year institutions for students who have earned a minimum 3.49 cumulative GPA and demonstrate academic excellence. PTK membership has increased for the past several years, earning the College five Pinnacle Awards in Fall 2012.

Table 1 – PTK Membership – Inductions and Eligibility

Academic Year	New Members Inducted	Eligible Students
Fall 2013*	42	400
2012-2013	99	419
2011-2012	105	400
2010-2011	79	377

*Data as of November 2013

These awards are given to chapters who have successfully enhanced their new member acceptance and orientation strategies as measured by the number of new members reported in a given year. And each year, Orange County Community College students are among the students recognized for their outstanding academic achievement and awarded scholarships by the state PTK Chapter.

Student opinions and student success stories offer some of the best evidence for the College's commitment to the maintenance and strengthening of its academic programming. Student perception data supports the College's conclusions that the quality of education is consistent with the College's [vision, mission, and goals](#). Of

the five (5) benchmark measures within the Community College Survey of Student Engagement (CCSSE 2009 and 2012), the College not only scored above the mean for the last two administrations in *Academic Challenge*, the institution scored higher in this benchmark in 2012, an increase to 54.2 from 53 in 2009 ([Institutional Effectiveness Plan](#)). The College's commitment to learning is [annually documented](#) and demonstrated in the significant accomplishments of students, including feedback from employers and performance on certification or licensure exams.

Diversity, Civic Engagement, and Cultural Programming

Another goal and strategic priority includes providing cultural affairs programming to enhance the student experience, celebrate cultural diversity, and encourage civic responsibility. To this end, in the 2012-2013 academic year, the College is proud to report hosting a significant array (75) of cultural affairs events, with 9,500 attendees, and investing \$50,000 into programming on both the Newburgh and Middletown Campuses.

A Community of Scholars

The College is committed to supporting its dedicated faculty and staff in many ways that enhance their scholarly, professional, and creative pursuits. Direct evidence of the College's efforts to build and maintain excellence in teaching are to be found in the institutional support for professional development opportunities (detailed in Standard 10) including conference participation, professional memberships, contractually-negotiated professional development funding, faculty and staff awards, reimbursement for continuing education, as well as [extensive programming](#) offered through the Center for Teaching and Learning. The College has and continues to create an atmosphere that supports and encourages independent research and academic publication, including sabbaticals and opportunities to present research to the College and community. Some examples of independent scholarly activity include:

- John Wolbeck, Chair and Professor of Engineering: Received the Norbert Gerbier-MUMM International Award 2012 for his contributions to a research paper which examined relationships between climate and the carbon exchange of land-based ecosystems to predict levels of atmospheric carbon dioxide.
- Michael B. McCoy, Assistant Professor of History: Recent works include, "Forgetting Freedom: White Anxiety, Black Presence, and Gradual Abolition in Cumberland County, Pennsylvania, 1780-1838," *PHMB* 136.2 (2012); "The Margins of Enlightenment: Benjamin Rush, the Rural World, and Sociability in Post-Revolutionary Pennsylvania," in the book, *Sociability and Cosmopolitanism: Social Bonds on the Fringes of the Enlightenment* (2012). In Spring 2014, he published a new book with Kendall-Hunt Publishers entitled, *The Anxious Republic*.
- Michael Strmiska, Assistant Professor of History: Recent work includes, "Eastern Religions in Eastern Europe: Three Cases from Lithuania," published in the *Journal of Baltic Studies* (2013), and the essay, "Romuva Looks East: Indian Inspiration in Lithuanian Paganism," published in 2012 as part of the book *Religious Diversity in Lithuania: Ethnographies of Hegemony and Pluralism*. He also has a book under contract with Rodopi Press for a work entitled *Un-Christian Eastern Europe*.
- Additionally, a number of faculty are engaged in grant-funded research projects. One example is through Biology faculty member Michele Iannuzzi-Sucich who is the current sponsor for a partnership held with the Orange County Department of Health and the New York State Department of Health since 2000. Through grant funding, the College trains students in the trapping and identification of mosquito species that are known vectors for West Nile Virus with positive findings ultimately collected and disseminated by the Centers for Disease Control.
- Finally, recent sabbatical topics have included English faculty member, Diane Bliss' focus on Writing Across the Curriculum and Arts and Communication's Susan Slater-Tanner's examination of the impact of art exhibition, gallery, and museum activities on student retention and success.

Public and Private Partnerships and Resource Identification

In an effort to support and serve the County's educational, economic, civic and cultural needs, the College

has taken important steps to identify resources and build partnerships that enable the institution to achieve its goals and fulfill its mission. The branch campus in Newburgh is an excellent example of not only securing public and private funding but working with a variety of partners on a shared vision to expand the College's reach. Similar partnerships have led to the expansion of the Lab Schools [child care], the Devitt Center for Botany and Horticulture, and the new Center for Science and Engineering (CSE). Other noteworthy partnerships include membership in the [Hudson Valley Educational Consortium \(HVEC\)](#), a partnership between four SUNY community colleges, the growth in the [Community College in the High School Program \(CCHSP\)](#), our dual enrollment program, and the [Faculty Exchange](#) initiative which is co-sponsored by Orange-Ulster BOCES and encourages faculty and staff collaboration with K-12 teachers and administrators. Further, the College secured the [Newburgh Library Collaborative](#) which provide students in-person loan of library materials, reference services, and onsite use of collections at each participating library.



Accessibility and Service

As an open access institution, Orange County Community College has embedded the principle of accessibility in the core of the institution. Subsequent Standards highlight well the range of efforts and initiatives the College has undertaken to enhance accessibility and, thereby, secure its larger educational [mission and goals](#). Together, the recent construction of the Morrison Lab School in Middletown and the renovation of the Lab School on the Newburgh Campus—open to students, faculty, staff, and the community—represent important examples of the intersection of accessibility, partnership, and educational opportunities. In addition to serving as training and observation sites for students in the Education

Because institutional effectiveness planning provides the basis for refining and aligning the budgeting process with the College's vision, mission, goals and priorities, it includes institutional measures that convey how well the College performs in a number of important areas.

An example of how institutional effectiveness planning has helped to align and improve budget processing includes the recent requirement of budget managers to certify that any new requests for resources align to the College's mission and goals.

Department and locations for state and county-funded Pre-Kindergarten programs, these technologically-advanced facilities demonstrate the College's commitment to providing services that reduce traditional barriers to enrollment and enhance the likelihood of degree completion. Other examples include increased online educational offerings and expanded academic support programs for underprepared students, ESL/GED students, veteran-students, and students with disabilities (Standards 9 and 13).

Finally, the College's commitment to accessibility is demonstrated by its continued efforts to respond to national trends and student needs, specifically, in the development of student housing. In Fall 2013, the Board of Trustees, working in collaboration with the College President, SUNY Orange Foundation, and a consulting firm, explored the feasibility of developing student housing on its Middletown campus. The College anticipates further financial exploration and facilitated discussion in regards to housing.

As the existing [Strategic Plan 2009-2014](#) is set to expire, the College is preparing and planning to both revisit and refine its planning and prioritization process. In that effort, the College will rely heavily upon the guidance provided by its [Institutional Effectiveness Plan](#) (IE Plan), extensive strategic planning activities, as well

as the findings from this comprehensive self-study process. The Strategic Planning Task Force, led by Cabinet members, extended the existing Strategic Plan for one year to align the timeline of our planning processes and in anticipation of the outcome of the Evaluation Team's visit. This will best support the intended use and outcome of the Self-Study as an improvement opportunity.

Measuring Mission and Goal Accomplishment - Institutional Effectiveness (IE) Planning

In its commitment to advancing the mission and goals, the College created and implemented a systemic mechanism and measures for evaluating mission and goal achievement, the [Institutional Effectiveness Plan \(IE Plan\)](#) which followed the development and use of a Strategic Plan and accompanying [Master Plans](#). This plan facilitates the collection and utilization of data to better inform institutional planning and resource allocation to ensure that efforts and initiatives advance the vision, mission and goals of the College. Institutional effectiveness planning has identified ways to measure goal achievement, determine areas and activities that secure and enhance our mission, and assisted in aligning [departmental and unit goals](#) with College-wide strategic planning and resource allocation decisions. Standards 2, 3, and 7 discuss in detail the development, implementation and utilization of the IE Plan.

Under the [Institutional Effectiveness Plan](#), the planning processes guide resource allocation with regard to the operational budget as well as discretionary funds that might be used to fund initiatives, largely identified through the College's [Planning, Budgeting, and Institutional Effectiveness \(PBIE\)](#) Governance committee. (The PBIE committee and the College's [Planning and Initiative Prioritization \[PIP\] System](#) and process are described in detail in Standards 2, 3, and 7). Because institutional effectiveness planning provides the basis for refining and aligning the budgeting process with the College's vision, mission, goals and priorities, it includes institutional measures that convey how well the College performs in a number of important areas. An example of how institutional effectiveness planning has helped to align and improve budget processing includes the recent requirement of budget managers to certify that any new requests for resources align to the College's mission and goals (Appendix D Budget Certification Form). Further linkages between the College's guiding documents, planning processes, and resource allocation decisions as well as the role and responsibilities of the PBIE Committee are described in Standard 3.

Conclusion

The College embraces its mission and goals and is committed to developing effective methods for ensuring that the institution is effectively serving its students. Through the self-study process, the College intends to enhance its strategic planning process and set the institution in a successful direction of establishing and achieving its priorities.

Recommendations:

- While a formal review of the vision, mission and values is past due, it will be initiated in tandem with the regular upcoming review of the College's Strategic Plan. Further, the College is now committed to a regular cycle for review of the College's vision, mission, values and goals, which appears within the College's institutional planning and assessment cycle.
- The College will assess the role of the Institutional Effectiveness (IE) Plan measures that lend to demonstrating success in achieving the institution's mission, goals and strategic priorities and will continue to refine those measures as changes within the institution dictate.

Chapter 4

STANDARD 2--Planning, Resource Allocation and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Orange County Community College continues to review and refine its practices towards a comprehensive and collaborative system of planning, assessment, and resource allocation to identify areas for improvement and enable the College to achieve its [mission, goals,](#)

[and strategic priorities.](#) The College's [Institutional Effectiveness \(IE\) Plan](#) represents the College's commitment to continuous improvement, especially in its efforts to achieve its mission and goals. The development and implementation of the IE Plan in 2012-2013 enabled the College to review and refine its [cycle of planning, assessment, and resource allocation activities \(PARA\)](#) in order to formally align and integrate our institutional effectiveness activities. Please refer to Standard 7 for additional information on the development and utilization of the IE Plan including the measures and benchmarks contained within it.



The College's [planning, assessment and resource](#)

[allocation \(PARA\)](#) cycle outlines these annual activities which are visited at each Cabinet meeting and are shared college-wide. As in other areas, the College's planning process not only reflects the institution's commitment to a culture of continued improvement, but also the participation of the wider college community.

Overview - Annual Cycle of Planning, Assessment and Resource Allocation

Data and Direction

Over the past decade, the College has endeavored to make assessment findings the foundation for the College's annual [cycle of planning, assessment and resource allocation](#) activities. The College is committed to utilizing results and data yielded through a variety of assessments, including institutional effectiveness measures, admissions, enrollment, graduation, and transfer data activity reports, college-wide surveys, student learning outcomes assessments, and programmatic reviews. To highlight, each Fall the [College Profile](#) presentation is shared with faculty and staff during Assembly. The Profile is a collaborative project between Academic Affairs, Student Services, and Administration and Finance. The [Profile presentation](#) identifies institutional effectiveness measures and includes data on enrollment activity, student demographics, developmental placement, rates of graduation, retention, and transfer as well as highlights of college-wide survey findings from the [Community College Survey of Student Engagement \(CCSSE\)](#), [Student Opinion Survey \(SOS\)](#), and the [Faculty and Staff Opinion Survey](#). Where appropriate, presentations include references to the College's participation in the National Community College Benchmarking Project (NCCBP), although admittedly the College is determining how to make this data most meaningful in regards to measuring institutional effectiveness.

The data and measures contained within the [Institutional Effectiveness Plan](#) and the [Profile](#) help to inform planning and goal setting at all institutional levels. For example, information from the Profile, CCSSE, and SOS help various departments to establish short and long term plans that respond to changing demographics, fluctuations in student preparedness, as well as attention to engagement and retention. Likewise, such data help departments to develop initiatives and to align their goals with those of the institution. Departments

and unit plans are entered annually into the College's [Planning and Initiative Prioritization \(PIP\) System](#). More importantly though, the planning process and goals result from a collaborative "bottom-up" approach that begins at the department and unit level and starts with faculty and staff input and discussion.

Linking Planning to Resource Allocation and Budget Decisions

System and Process for Planning, Prioritizing, and Assessing

Since the last Middle States review, Orange County Community College has both implemented a process and developed an online tool, [Planning and Initiative Prioritization \(PIP\) System](#), to improve systematic, collaborative, and transparent planning and prioritization of College initiatives. The planning and prioritization process continues under the guidance of the [Planning, Budgeting, and Institutional Effectiveness Committee \(PBIE\)](#), a standing College Governance committee with college-wide representation. The collaborative and inclusive initiative prioritization process has facilitated institutional planning and renewal activities by identifying initiatives in need of resources.

As part of the College's [budget preparation and planning calendar](#), each department and unit develops their annual goals and documents them within the College's [Planning and Initiative Prioritization \(PIP\) System](#). This process assists departments and units as they prepare their budget and submit their [budget requests](#), including requests for [technology and equipment](#), [positions](#), and [facilities](#), for the upcoming academic year. The budget preparation process and forms are accessible from the [Business Office's webpage](#) as well as further detailed in Standard 3. Utilizing the [PIP System](#), department chairs and unit heads submit initiatives that secure and advance the College's [mission and goals](#).



Each successive level of administration, Chairs, Associate Vice Presidents, and Vice Presidents, reviews respective goals, initiatives, and submitted budget requests to ensure that they support their respective [Master Plan](#), include justifications based on assessment findings, consider current budgetary conditions and/or offer possibilities for consolidation and collaboration. As a result of the Vice Presidents collective review of their respective academic department and administrative-unit level goals, administration is better prepared to prioritize as well as identify strategies to most effectively utilize available resources to support college-wide needs. Important to note in the College's budget preparation and development process is the regular attendance of the College's Comptroller at Vice President meetings with the President to provide updates regarding the budget, discuss cost-saving measures, as well as to obtain strategic feedback on proposed budget cuts.

The planning and initiative prioritization (PIP) process has outlined a clear and detailed [planning timeline](#) for administrative decision makers to follow starting with each department and unit, and ending with the College's Cabinet and President. The [PBIE Committee](#) annually reviews and prioritizes the initiatives and makes resource allocation recommendations that support the College's goals and strategic priorities. The College's Comptroller works to identify and allocate resources for initiative implementation while the Grants Office works to identify alternative funding sources.

As the College moves forward in renewing and aligning the institution's [planning, assessment, and resource allocation activities](#), the prioritization activities and timeline are being evaluated as well as integrated into the institution's overall effectiveness cycle, with changes expected for 2014.

Annual Assessment Reporting

The College's annual reporting process provides the opportunity for academic departments and administrative units to document progress made towards accomplishing their goals as well as their contribution to advancing the institution. [Annual reports](#) document assessment activities conducted throughout the year and describe how those activities shape future planning. Each Vice President reviews the annual reports from their respective departments and prepares an Executive Summary for the President which he presents to the Board of Trustees. [Annual reports](#) are shared with the college-community through the Office of the President's internal P:Drive.

Annual report templates are reviewed and revised each Spring by the Vice Presidents and Cabinet in order to improve the institution's documentation of data and information dissemination (Appendix E Annual Report Templates). The College's [annual reports](#) have successfully served to document goal and priority progress, identify improvement initiatives to be implemented, and celebrate the College's accomplishments. Annual reports continue to be refined and serve as the repository for demonstrating the link between planning, assessment and resource allocation.

Review and Revision

In support of the College's commitment for the [Planning and Initiative Prioritization\(PIP\) System](#) to serve as the institution's comprehensive tool for accessing and managing planning and assessment information, the [PBIE committee](#) initiated a [review](#) in Fall 2010 of the system and process and developed recommendations to modify PIP. A PIP Revision Task Force (Appendix F) was created to address the recommendations outlined in the [project scope](#), manage the revisions, and facilitate the implementation. The work of the Task Force resulted in the creation of the Planning and Assessment modules within the PIP System (Appendix G Planning and Assessment Module screen shots). Changes to the PIP System focused on: strengthening the alignment of College goals, strategic priorities, and department- and unit-specific goals; and ensuring that resource allocation decisions are informed by planning objectives and assessment results.

Distinct, yet dependent, modules of planning, prioritization, and assessment were developed in order to further align the College's effectiveness cycle. In Fall 2012, the Planning module was released, making planning a more transparent, accessible, and well-defined aspect of the system and process. Training has been and continues to be coordinated to guide departments and units in utilizing all PIP modules during the 2013-2014 academic year.

While the [Planning, Budgeting for Institutional Effectiveness \(PBIE\) Committee](#) facilitated the assessment of the prioritized initiatives, the method of collecting and sharing the data was fragmented and challenging. The new Assessment module in the PIP system,

in part, is to serve as a tool to support the College in decision-making, especially those that impact the allocation of resources. The module ensures that assessment methods, findings, and improvement efforts will be documented, disseminated, and utilized. At the same, the module allows the institution to determine the extent to which the goals and priorities of the College are being advanced. Finally, the College is committed to implementing consistent and institution-wide mechanisms for incorporating assessment results into future planning efforts as evidenced by the activities outlined in the annual [cycle of planning, assessment, and resource allocation](#).



Conclusion

The self-study process has provided Orange County Community College the opportunity to further review the effectiveness of its planning, resource allocation, and renewal activities. The changes to the institution's cycle of Planning, Assessment and Resource Allocation, the [Institutional Effectiveness Plan](#), and the modifications to the [Planning and Initiative Prioritization \(PIP\) System](#) all represent significant efforts and evidence that the College is connecting planning, assessment and resource allocation in order to advance the institution. What is more, these changes are evidence of the College's commitment to ongoing improvement and a culture of assessment. The College continues to improve its college-wide planning and prioritization process, including timelines, the role of the PBIE committee, and integration of effectiveness measures and benchmarks in order to continue to achieve its mission and goals.

Recommendations

- While the College continues to make progress in the alignment of planning, budgeting, and assessment activities, it must continue to develop, enhance and integrate these processes to best measure its effectiveness and make decisions about resource allocation.
- The College must reaffirm its commitment to implementing the process of planning, assessment, and resource allocation, including the role of the PBIE Committee and the use of the PIP system as its primary tool. This should be done through a focused and thorough review of the new PIP modules, the revised timeline, and the impact of PIP and the work of the PBIE Committee upon resource allocation and planning activities beyond its discretionary funds.
- Since the College's Master Plans remain an integral part of ensuring effectiveness and focused efforts upon achieving the goals and strategic priorities, the College should identify a cycle of planning that clearly details the phases of master plan development and review and detail the connection of each plan to the IE Plan, Strategic Priorities, to each other, and to resource allocation.
- The College expects improved communication efforts to result from the planning, assessment, and resource allocation activities at the College as well as a college-wide commitment to embedding communication mechanisms to support and sustain these processes.

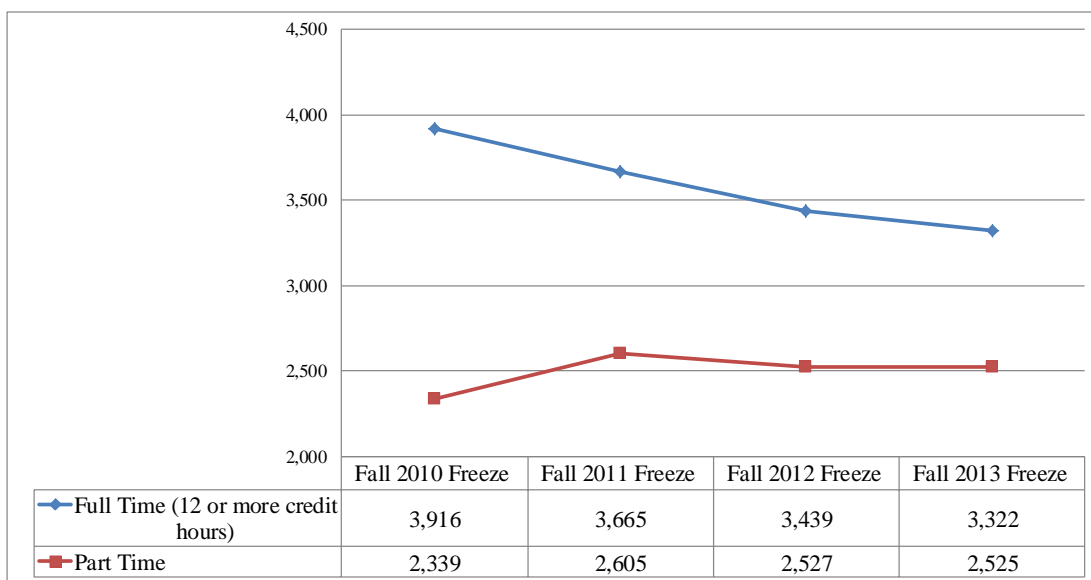
Chapter 5 STANDARD 3 – Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

Economic Climate

Orange County Community College is committed to realizing its [mission and goals](#) and providing excellent programs and services for its students. To ensure that resource allocation and decision-making processes reflect the priorities of the institution, the College aligns its [planning, assessment, and budgeting activities](#). This is essential as the College continues to face diminishing sources of revenue and fluctuating levels of enrollment. The chart below illustrates the decline in the College’s enrollment, particularly among full-time students. See Appendix H for the College’s three year Enrollment Activity Report.

Chart 1 – Enrollment of Full-Time and Part-Time Students as of Fall Freeze (Not including CCHSP)



The College’s total operating revenue for 2012-2013 was \$58,750,892. In ideal times, the College’s budgetary needs would be met with an equal distribution of state aid, county support, and tuition/fees. Unfortunately, state-level constraints and cuts have reduced the State’s share (See Appendix I Institutional Effectiveness Measure - *Operating Revenue Sources*). While obligated to fund 33% of the College’s operational budget, state aid for 2012-2013 accounted for only 20% of the operating budget. Even though the County is facing revenue reductions from both State and Federal sources, it has maintained support for the College at 30% of the institution’s total operating budget. In light of these budgetary shortfalls, the College has been forced to make a variety of adjustments, including increasing tuition and fees and thereby, placing an increased burden on students. As of the 2012-2013 budget year, tuition and fees accounted for 38.9% of the College’s operating budget.

The College has moved to address the financial challenges through creative and renewed resourcefulness. In recent years, the remaining budgetary gaps have been closed through a combination of hiring freezes, careful cost cutting, department-level savings identification, and use of the College’s fund balance. Departmental budget managers are consulted about areas in their budget that could potentially be reduced, which represents a collaborative approach to managing difficult financial times. Additionally, departments have

reorganized staffing and work assignments, the Business Office has sought shared services and buying initiatives with the County's Department of General Services and with sister State University of New York (SUNY) institutions through the [Hudson Valley Educational Consortium \(HVEC\)](#), and contract services have been reviewed and renegotiated within the College's Facilities and Information Technology Services (ITS) Departments.

Budget Planning and Preparation

The College's budget includes both discretionary and non-discretionary spending, though less than one percent of the institution's resources are discretionary. Most of the College's financial resources are directed toward salaries and benefits (87% in 2012-2013), with the balance of 13% split between contract services and equipment. Given these constraints, it is important for the institution to conduct realistic budget planning. It is equally important that this process be collaborative and geared toward refinement and improvement. The [Institutional Effectiveness Plan](#), with continued implementation, solidified the links between planning and resource allocation, and includes effective benchmarks for establishing and measuring the linkage between allocation and goal-attainment.

The annual budget is a product of detailed review and analysis of prior year expenses, trends, as well as PIP initiatives, though PIP initiatives rely on discretionary funding and are influenced heavily by state and national economic trends. The Vice President for Administration and Finance (VPAF) prepares the College's three-year financial and tuition revenue projections to guide the institution in developing the budget. Working closely with the Comptroller, the VPAF prepares the revenue budget and estimates the expense categories, including salary, benefit, contract services, and equipment costs. The budget is then reviewed by County auditors and is sent for review and approval by the Orange County Legislature.

Additionally, the budget relies on input from budget managers, Associate Vice Presidents, and Vice Presidents. The budget managers of all academic departments and administrative units participate in planning and develop their budgets by submitting their [operating budget requests](#) for the upcoming academic year. Requests are reviewed, discussed and approved by supervisors and Vice Presidents who also identify opportunities to consolidate and collaborate. The College's budget forms, guidelines, and timeline are accessible [online](#). (Appendix J Budget Preparation Process and Procedures).

Finally, the College is committed to continued improvement of the budget process. Recent initiatives to improve the budget preparation process in light of the financial climate include:

- The Associate Vice President for Human Resources and the Comptroller present and provide new managers with budgeting information in the presentation, "[The Business of Budget](#)," including the schedule, purchasing guidelines, and Banner budget access during their Fall Supervisory training.
- To facilitate year round planning, budgeting, and assessment activities, the Comptroller regularly communicates with Vice Presidents, Directors, and Department Chairs and provides budget analysis and information.
- The Comptroller prepares a monthly [comparison of revenue and expenditures](#) for the Vice President of Administration and Finance (VPAF) to present to the Finance Subcommittee of the Board of Trustees.
- The [Planning, Budgeting and Institutional Effectiveness Committee \(PBIE\)](#) has developed and implemented a collaborative, transparent process by which faculty and staff engage in a planning process, through their departments and units, to identify and request resources for initiatives that are considered to advance the institution.

Facilities, Technology and Human Resources

Orange County Community College's goal is to identify, secure, and allocate resources that advance the institution in order to provide the human, financial, technical, facilities, and other resources necessary to achieve its mission.

Facilities

The College's major facilities, maintenance, and constructions projects are funded through the capital budget, a funding stream separate from the state-operating budget, and funded by State and County bond proceeds. The [Facilities Master Plan](#), developed by JMZ Architects in consultation with campus stakeholders, provides guidance for the maintenance, renovation, and expansion of the College campus. During the budgeting request process, academic departments and administrative units identify and communicate necessary renovation projects by completing a [Renovation Request Form](#) which is reviewed and prioritized.

The [Facilities Master Plan](#) has laid the foundation for major capital projects at the College that support student learning including:

- Construction of Kaplan Hall, Gold LEED, opened in Spring 2011 and renovation of the Tower Building completed in Spring 2012 at the Newburgh Campus.
- Construction of the Morrison Lab School and Green House at the Middletown campus.
- Construction of a new parking garage at the Middletown campus.
- Design and construction of the Center for Science and Engineering on the Middletown campus, doors to open in Fall 2014.

Additionally, the College has turned its attention to a number of minor, though no less critical, capital projects, including security enhancements—surveillance cameras and new classroom door locks—on both campuses, as well as the installation of an ADA-compliant pool lift in the College's swimming facilities.

While the Facilities Department is guided by a ten year plan, the department plans and budgets for daily and unexpected maintenance, upgrades, and breakdowns to facilities and equipment. The College continues to maintain and enhance the physical plant utilizing, when possible, principles of sustainability and conservation. For example, the College adjusted the procurement procedures to buy recycled copier and printer paper as well as biodegradable cleaning products.

Additional [SUNY Orange Sustainability](#) initiatives can be seen within collaborative efforts with the Sustainability Coordinator as well as the Governance committee on Sustainability.



Learning Resources

The College adequately staffs and supports its learning resources on both the Middletown and Newburgh campus including two libraries, tutorial centers, and various labs. The College's Biology Department staffs and financially supports a self-directed, student learning lab/tutorial facility. The Biology and Allied Technologies Center for Audio-Visual Education/Registered Nurse, or [BATCAVERN](#), are located on both campuses and serve over 12,000 visits by students. Moreover, the College continues to seek out and establish mechanisms for extending learning support beyond the campus, including [SUNY Learning Network \(SLN\)](#) support for students in online courses, and the establishment of one-on-one research and library help through the *Ask a Librarian* program, which allows for instant access to a librarian.

Life-Cycle Management Plan

Given the current economic climate, the College recognizes the need to identify cost-saving opportunities. Central to that effort is the establishment of a new life-cycle management plan—a 2010 recommendation from the PBIE Committee as a result of its initiative review and prioritization. Currently, the plan is being

developed through the collaborative efforts of the Comptroller's Office and the Facilities Department. The life-cycle management plan includes both a complete inventory of all classroom equipment and a replacement plan that will enable the College to standardize purchases, better allocate its resources, and achieve a more accurate determination of initial budget impacts, long-term costs, and future savings. The Facilities Department has completed an inventory of classrooms on both campuses, providing an accurate appraisal of the furniture conditions and identifying the short and long-term replacement needs. In addition, the standardization of furniture purchases is already in place with the management plan for furniture and equipment expected to be finalized and implemented by Fall 2014.

Technology Resources

Recognizing that technology affects every aspect of the institution, the College has responded to the need for appropriate and effective technology organization, in part, by creating the position of Vice President of Technology (VPIT). The VPIT must ensure that cooperation and collaboration exists between all the related services including: academic and administrative computing, networking, telecommunications, and library and media services. The College also recognizes that technology strategies cannot be implemented in isolation; every sector of the campus has an essential role in the technology planning process. Recent reorganizations and initiatives that demonstrate this include:



- Creation of an Academic Technology Unit within the ITS Department led by a Director of Academic Technology position to further the collaboration and communication between Academic Affairs and Information Technology. (See [ITS Department organization chart](#)).
- Expansion and enhancement of the Novell Network, including remote access for the College's employees to its public and shared drives.
- Implementation and utilization of a document imaging/management system, OnBASE.
- Implementation of *We Comply*, an online training software package utilized by all employees when needing to complete mandatory trainings.
- Scheduled lab upgrades across the Middletown campus.
- Establishment of a technology replacement plan for the acquisition and replacement of technology and equipment.

Finally, the College has undertaken a review, revision, and recharge of the IT Governance Committee, renamed the [Academic Technology Committee](#) as of Fall 2012. This Standing committee is charged with ensuring that faculty and student technology needs are appropriately identified and addressed.

Human Resources

The College recognizes that highly-qualified and dedicated faculty, staff, and administrators are instrumental to the realization of its mission, goals and priorities. The office of [Human Resources](#), the Comptroller's office, Vice Presidents, and the President consistently collaborate and communicate to discuss faculty and staff vacancies in order to ensure an effective yet sustainable staffing level. In addressing position needs, the College adheres to the procedures and regulations within the [Faculty](#) and [Civil Service](#) contracts, and the [Affirmative Action Manual](#) (revised December 2012).

In an effort to create and maintain a diverse workforce, the College has implemented a variety of employee recruitment and retention strategies. Whether through collaborations between Human Resources and the

[Institutional Diversity and Equity Committee](#), increased use of advertising venues for all vacancies, or enhanced orientation and mentoring program for new faculty, the College has worked to grow and maintain a qualified and more diverse workforce. From 2009 to 2012, the College has seen an eight percent (8%) increase of [minority] faculty. (Appendix K Analysis of Race/Ethnicity of New Hires from 2009-2012.) And that work continues; during the 2013-2014 academic year, Human Resources is conducting a review of its Office's functions, utilizing surveys and focus groups to identify the most efficient and effective services to provide the institution.

Resource Development: SUNY Orange Foundation, College Association, and Grants Office

The College's [Foundation](#), a non-profit arm of the College, is responsible for expanding and diversifying the resources available to the College in collaboration with the College's Resource Development Office. Looking to sources beyond State and County appropriations, and working closely with other sectors of the College, the Foundation seeks to support the institution's [mission, goals, and priorities](#). The Foundation has been committed to connecting with donors and alumni to secure the financial and educational future of the College. Within the College's [Institutional Effectiveness Plan](#), private gifts by type and by source are two measures that demonstrate the expansion and diversification of resources. Orange County Community College's [Foundation's](#) total net assets were \$11,763,386; this figure is \$8,976,346 higher than the total net assets of five years earlier which were \$2,787,040. Reported at the Board's November 2013 meeting, the Foundation's net assets have risen to over \$14 million, although not yet audited. Another notable accomplishment is the Foundation's celebration of the completion of its \$25 million capital campaign, "[Defining Moments](#)" in Fall 2013. The Foundation remains committed to be engaged in major gift solicitation.

In terms of collaboration, the Foundation has enhanced its ability to advance the College's mission through increased communication and collaboration with other sectors of the College. During the 2012-2013 academic year, two members of the Foundation Board attended Board of Trustee meetings and the Foundation participated in the Board of Trustees June 2013 retreat. This relationship is a proactive, entrepreneurial strategy to respond to declining state revenues by seeking to continue to diversity resource development. Additionally, in the Spring of 2013, the Vice President of Academic Affairs (VPAA) and the Vice President of Student Services (VPSS) developed a list of funding needs based on priorities and presented those to the Foundation Board. At the November 2013 Foundation Board meeting, the Foundation agreed to fund several items on the list, including financial support for Phi Theta Kappa and Honors students to participate in conferences, faculty professional development, as well as technology initiatives for Middletown campus classrooms. These collaborations will continue for the 2013-2014 academic year and beyond.

The College Association

The College Association, a non-profit organization classified as a 501(c) 3, provides auxiliary services for the College including food services, bookstore, vending, and the ownership of property. The College has entered into a [legal agreement](#) (page 2) with the College Association with regard to these services. The Association adheres to its [Constitution and By-Laws](#) (page 6) and is governed by an active [Board of Directors](#) (page 1) who meet every other month. Additionally, their services are audited by an independent auditing firm.

Grants Office

Aware of the economic challenges faced by the College, the [Grants Office](#) actively seeks grant opportunities to support the College initiatives. Academic Affairs and Student Services provide guidance to the Grants Office and the Resource Development Office in identifying funding priorities and sources through the development of a comprehensive list of initiatives that support the College's [mission, goals, and priorities](#), achieve academic and administrative objectives, and fund initiatives prioritized through the planning and initiative prioritization (PIP) process.

Moreover, the Grants Office has delivered a diversified portfolio of support for the College's mission and goals as documented in the [annual report](#). During 2012-2013, the College received 27 grants with a total dollar value of \$2,149,152; several of those grants are highlighted on the next page:

- The College announced the awarding of two [New York State Innovative Instruction Technology Grants \(IITG\)](#). The first of these grants enabled the College to develop a series of customized video presentations and webinars related to the Accuplacer placement assessment instrument, which the College uses to determine if applicants to the College are required to take developmental courses in reading, writing and math before being able to register for college-level courses in those areas (See Standards 8 and 9). The second grant, awarded in 2013, helped to support the delivery of an extensive range of cloud-based technologies to students in networking and cyber-security programs.
- Additionally, the Grants Office helped the Global Studies Department to secure a New York Council for the Humanities grant for its multi-site discussion series, [“Fireside Lounge Chats” – to Discuss Civility and Democracy.](#) The grant enabled the Department to bring together a group of regional political scientists, educators, historians, and local politicians in eight expert-led discussions on civility and democracy in America.
- In 2013, the Grants Office was successful in earning a U.S. Department of Education [Title III grant, “Strengthening Institutions.”](#) The goals of the Title III project are to increase student retention, raise graduation rates, and strengthen student engagement and involvement in College programs and services. The grant requires the adoption of important technological enhancements, including the creation of a Portal, which will ensure the effective and efficient delivery of services to students and ultimately improve the institution’s student retention rate.

Review of Resources

The College practices several strategies for reviewing its resources, including regular financial independent audits as well as monthly financial reviews by the Board of Trustees’ Audit and Finance Committee. Additionally, the College submits an annual audit to the New York State Department of Education, County Board of Trustees, and the State University of New York (SUNY).

Board of Trustees’ Audit and Finance Committee

The College’s [Board of Trustees](#) is responsible for ensuring that the College has adequate institutional controls to address financial, administrative, and auxiliary operations. The Board’s Audit Committee meets monthly to review, draft, and make recommendations on the College’s annual operating budget. Additionally, the Audit Committee oversees and approves appropriate accounting and budgeting policies, including the review of the annual independent financial audit and recommendations of acceptance by the Board of Trustees. The Audit Committee is regularly briefed by the Vice President of Administration and Finance (VPAF). Consequently the Committee is well-informed and supportive of the College’s cost saving efforts to offset the loss of state-aid and increased costs associated with health benefits and employer retirement contribution. Each month the Board is presented a report from their Audit Committee that compares revenue and expenses for the current year to the prior year’s activity. Utilizing that report, the Board of Trustees’ Audit Committee can recommend appropriate adjustments to expenditures and revenue.

Annual Independent Financial Audit

The College, the SUNY Orange Foundation, and College Association all engage independent auditors to review finances and fiscal practices and confirm financial responsibility. Each audit firm provides a “management letter” with the financial statements as well as a request to address any concerns that may require follow-up. The management letter cites control deficiencies and areas that merit the College’s attention and response. The College responds, if necessary, to the audit firm’s recommendations and addresses any plans necessary to remedy any deficiencies. Each year, the College is required to respond to both current and prior year deficiencies. To date, the College has received an “unqualified opinion” on its financial statements indicating that the auditor does not have any significant reservation in respect of matters contained in the Financial Statements.

Conclusion

Given the current financial climate, Orange County Community College faces a number of economic constraints that have encouraged the College to develop more effective mechanisms for identifying, securing, and allocating the resources that enable the institution to continue to support its goals and achieve its mission. To that end, the College has and continues to refine its budgeting process, while also efficiently using its current resources to fund capital, facilities, and technology projects that enhance teaching and learning opportunities for its faculty and students. Equally, the College's Foundation, Association, Resource Development, and Grants Office have helped to develop new funding sources that can support a diverse range of academically and institutionally beneficial activities, initiatives, and projects. Finally, the College, through its [Institutional Effectiveness Plan](#), will continue to gauge its progress, identify needs, and effectively close the loop between the identification, allocation, and assessment of the use of institutional resources.

Recommendation:

- While the College is proud of its progress in identifying alternative resources to support mission and goal attainment, it has become increasingly challenging to keep internal and external stakeholders informed of funding mechanisms and opportunities. To that end, the College should develop more effective communication practices and processes, including those with respect to budgetary decisions, allocation of resources, and their linkages to mission, goals and strategic priorities.

Chapter 6

STANDARD 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Orange County Community College's leadership and governance occurs and is organized across the state and local level. As part of the State University of New York (SUNY) System, Orange County Community College is led and governed by the SUNY Board of Trustees. At the institutional level, the President serves as the Chief Executive Officer of the College and ultimately oversees all institutional activities (See Standard 5); however, two additional governing bodies play an integral role in upholding the institution's [vision, mission, and values](#) and contribute to its operation and advancement: its inclusive [Governance system](#) and its active local [Board of Trustees](#).

College Governance System

Orange County Community College has a well-defined system of collegial, shared Governance that is guided by its [Constitution and By-Laws](#) and Executive Committee's [Procedures Manual](#). The effectiveness of its Governance system is evidenced by the regular evaluation of its Constitution and By-Laws, with the last such review and revision occurring in April 2013. The College's Governance system provides a role and voice to all internal College stakeholders, including a spirit of cooperation. The collaboration and participation begin in committee meetings and extend into the monthly meetings of the College Assembly, where constituents discuss and vote on issues pertinent to the mission of the College.

The College's Governance system is managed through an [Executive Committee](#), on which the President serves as an ex-officio member. Also serving in an ex-officio capacity role is the College's Faculty Council of Community Colleges (FCCC) delegate. The Executive Committee provides a forum for dialogue on issues of importance to the College Assembly, prepares the monthly Assembly meeting agenda, proposes the creation or dissolution of [standing committees](#), ensures standing committees are carrying out their charges, creates and charges ad hoc committees as needed, and forwards committee recommendations and proposals to the appropriate administrator for decision or action. In addition, fourteen [standing committees](#) currently comprise the College's Governance system and support the work of the College. These standing committees are representatively composed of faculty, staff, administration, and students and provide direct participation in college decision-making and advancement.

Standing Committee Membership, Participation, and Contribution

In practice, and in its guiding documents, the College demonstrates its commitment to maintaining an inclusive and effective shared Governance system. The College's Governance system represents all areas of the institution and extends membership and voting rights to all full-time members of the academic, professional, and administrative staff, as well as support staff serving on Governance standing committees. The process for elections to these committees is well-established and documented within the [Procedures Manual](#).

The College relies upon the wisdom and contributions of standing committees and the collective knowledge and experience of its faculty, staff, administration, and student representatives. These committees perform a variety of critical tasks, including: reviewing research, evaluating new or existing policies and procedures, guiding the development of new courses and programs, fostering and rewarding faculty and staff development, strengthening technology infrastructure, promoting sustainability, and more generally, helping the College to achieve its [mission, goals and priorities](#).

Student Participation

Additionally, the College recognizes and values students' perspectives, and therefore provides students a clear role in policy development and decision-making. Students serve as voting members on standing as well as *ad hoc* committees; and the Student Senate Presidents serve as voting members of Executive Committee. More importantly, students have proven invaluable members of the committees. For example, students serving on the [Academic Policy Committee](#) have, in recent years, played a critical role in the development of the new [Student Academic Grievance Procedure](#) and have made significant contributions to [Academic Policy Manual](#) revisions. While the College benefits from and is committed to including students in its decision-making process, and while students readily participate, sustaining that participation is challenging due to the cyclical nature of Student Senate Committee appointments, scheduling conflicts, and students' brief tenure at a two-year institution. To address initial committee appointments, the Associate Vice President of Student Engagement and Completion and the Director of Student Activities have been working with the Governance President and the student body to improve the timing of the assignments of students to committees. A formal process has been developed to improve this at the start of each academic year.

Governance System – Continuous Review

Executive Committee regularly assesses the effectiveness of the College's Governance system, including its standing committees. Amid the development of the Newburgh branch campus, Executive Committee has taken important steps to improve multi-campus communication and participation. First, an Ad Hoc Committee on Governance conducted a comparative analysis of alternate Governance systems which examined the impact of the branch campus upon the College's Governance system and produced a final [report and recommendations](#) on ensuring sound communication and participatory practices between the two campuses. Second, in efforts to ensure the effectiveness of standing committees in meeting their charge and advancing the institution, Executive Committee requested in Spring 2012, for each standing committee to complete an [evaluation](#) of their charge, committee composition, meeting productivity, and administrative support. Executive Committee has and continues to utilize the findings to support the standing committees and their chairs in meeting their charge. Third, as part of their periodic evaluation of membership and participation, Executive Committee evaluated and Assembly voted to adjust the quorum. Finally, Executive Committee has adopted the significant use of technologies to support committee and campus interaction, including the use of videoconferencing for monthly Assembly meetings to foster equity and participation at both campus locations.

**Orange County Community College's Board of Trustees***Membership, Role, and Duties*

Orange County Community College's Board of Trustees is composed of [ten members](#), with diverse educational and professional backgrounds and experiences whose work is guided by their [Committee Charters](#). The Governor of the State of New York appoints four members; five members are appointed by the County; and the Student Trustee is elected each academic year by the student body. With the exception of the Student Trustee, all trustees serve seven-year terms. The Board chooses by vote, one of its members to serve as Chairman, and one as Vice Chairman. Joan Wolfe, the current Chairman, has served twice as Chairman of the Board of Trustees from 2009-2011 and 2012-2014, providing exceptional leadership.

At one level, the College's Board of Trustees exercises all legal powers over the College pursuant to the Education Law of New York State and ensures that the College meets State University of New York (SUNY) guidelines and regulations. At another level, the Board of Trustees shares with other constituencies the responsibility of achieving the College's [mission and goals](#) by:

- Being responsible for the appointment and evaluation of the President's administration of the College and conducts an annual [assessment](#) via its President's Performance Review and Compensation Committee;
- Playing a critical role in the discussion, development, and implementation of [college-wide policies](#) regarding academic affairs, promotion and tenure, student services, and business affairs;
- Taking a leadership role in responding to statewide and nationwide trends, including student housing. In Fall 2013, the Board and the President, with the financial support of the SUNY Orange Foundation, undertook a feasibility study to determine the demand and practicality of developing on-campus student housing. This study will continue in phases, expected to continue through 2014;
- Meeting regularly with the Vice Presidents to learn more about their areas of operation;
- Orienting all new Trustees, including its student representative, to their roles and responsibilities via a formal orientation process. Not only is the Board currently updating and revising its orientation process, but the Board has also been engaged in a statewide orientation project funded by the Association of Community College Trustees (ACCT).



Leadership Engagement

To sustain engagement and to stay abreast of national trends in education, Board members are quite active in the College community, with many attending events supporting the College both on and off-campus. Board members are represented at the College's Commencement Ceremony, the Scholarship and Awards Ceremony, the Sojourner Truth Awards, the Employee Recognition Ceremony, Spring Convocation, the New York Community College Trustee Institute and Conference, as well as the Foundation's golf outing and leadership award ceremony, and numerous celebrations for capital projects, including the Devitt Center dedication, the Topping Off ceremony for the Center for Science and Engineering, and the Morrison Lab School dedication. Orange County Community College's Board members have attended state, regional, and national events including the ACCT Leadership Conference, the ACCT Legislative Summit in Washington, D.C., as well as New York State's Community College Advocacy Day.

Integrity

The College and its Board of Trustees are committed to maintaining and fostering integrity. The College and the Board have been proactive in developing policies that promote a culture of ethics, honor, and virtue. Several policies attest to this effort, including the [Conflict of Interest Policy](#) and the [Code of Professional Ethics](#). The College's [Conflict of Interest Policy](#) states that, "*all members of the College community must avoid any and all circumstances which could reasonably be interpreted as conflict of interest.*" Those conflicts are defined as "*such circumstances are those which would interfere with the unbiased and objective performance of one's professional duties.*" The guidelines delineate that neither the Board nor any employee of the College is permitted to have any financial or monetary gain or interest in supplying goods to the College and may not accept gifts or compensation for influencing the choice of vendor. They also prohibit engaging in unethical behavior or demand compliance with the New York State Public Officers Law provisions on conflict of interest and ethical conduct. It is also defined that all "*applicable laws or codes regarding ethical conduct*" must be adhered to when the Board is conducting itself.

The Board established an official [Code of Professional Ethics](#) for the College in order to promote fairness, inclusion, and the highest ideals of honor and integrity in all public and personal relationships to merit the respect, trust and confidence of all governing authorities, students, other employees and the public at large.

Evaluation of Board Effectiveness

Though evidence that the Board functions effectively and supports the [mission and goals](#) of the College can be found in meeting minutes, governing policy documents, orientation materials, and participation in College activities and events, the best evidence for the Board's effectiveness is to be found in its continued efforts of reflection, assessment, and improvement.

Given the role the Board of Trustees plays in the work and development of the College, its members not only seek to remain well informed about issues impacting the College, but also to regularly evaluate the Board's function, duties, and results. Annual [retreats](#) provide one mechanism for self-reflection, feedback, and improvement. Such retreats provide Board members the opportunity to gain feedback from the College's administration, receive updates on important matters pertaining to the institution, contribute to the improved functioning of the College, and support the planning, assessment, and resource allocation efforts of the institution. Annual retreats also serve as a mechanism for including the Board members in institutional activities including mission review, strategic planning updates, institutional effectiveness planning, as well as changes to programs and services across the College.

Moreover, such retreats also promote goal setting by the Board. For example, one of the goals stemming from the Board's Summer 2012 retreat was to gain a deeper understanding of the College's academic programs and services. As a result, representatives from academic departments have been invited to give a presentation of their programs, activities, highlights, and achievements, which are scheduled over the course of the year. Begun during the 2012-2013 academic year, these presentations will continue throughout 2013-2014 (Appendix L Presentations to the Board of Trustees 2012-2013).

The Board of Trustees have a capacity for and method and procedure of regular evaluation and review. Every two years, Board members complete a [self-evaluation](#). The evaluation is administered by the Board's Governance and Nominating Committee, reviewed by the Committee chair, and structured around the criteria established in the [Committee's Charter](#). This evaluation offers the Board an opportunity to reflect on the body's success in meeting their goals and provides a useful foundation for future planning and activities. These reflective efforts have produced new and important collaborations between various College constituencies. For example, in response to internal assessment efforts, the Board determined that it was in the best interest of the College to enhance ties with the Foundation and to include its members at its meetings. As a result, two Foundation members, regularly attend Board of Trustees meetings complimenting the service of two Board members who are official voting members of the Foundation. In addition to enhancing information sharing and goal planning, the relationship has fostered partnerships in outreach programs and presentations that promote community investment in the institution.

Conclusion

Orange County Community College has an effective system of Governance and leadership that enable the College to meet its mission and achieve its goals. The Governance system fosters collaboration and provides all constituents a voice and role in the decision-making process. At the same time, an active and engaged Board of Trustees promotes the academic and financial interests of the College, evaluates the President, and helps to build a culture of respect and integrity consistent with the institution's mission.

Suggestions:

- The College should take steps to increase participation in shared governance activities among students, staff, and faculty.
- The Executive Committee will regularly review the purpose and role of Standing committees and document procedures to better support leadership transitions within Governance as part of their formal structure and timeframe of ongoing assessment.
- The College will seek to improve the communication and dissemination of adopted College Policies, Board Resolutions, and decisions to College constituents.

Chapter 7

STANDARD 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

The administrative structure at the College is clearly defined with the President serving as the Chief Executive Officer of the College. The President is responsible for overseeing all institutional activities, executing the College's policies, and ensuring that the operations of the institution are oriented towards meeting the College's [mission, goals, and strategic priorities](#). Senior administrators supporting the President include the Vice President for Academic Affairs (VPAA), the Vice President for Administration and Finance (VPAF), the Vice President for Information Technology (VPIT), the Vice President for Institutional Advancement (VPIA), and the Vice President for Student Services (VPSS). Prior to 2013-2014, the College operated with a Vice President for the Newburgh Campus; that position, however, was restructured to become a Senior Associate Vice President position reporting to the Vice President for Academic Affairs. The Vice President for Information Technology is a new executive level position for the College, effective 2012-2013. Each Vice President has a number of direct reports, including Associate Vice Presidents, Directors, Officers, and Coordinators and follows the reporting structures outlined in the [organizational charts](#).

Qualified Leadership

Dr. William Richards has been President of Orange County Community College since August 1, 2003. Drawing upon Dr. Richards' experience from former leadership positions in higher education, the College has advanced in many noteworthy areas, particularly technology, resource development, capital projects, academic programming, student services, and strategic and institutional effectiveness planning. Under his leadership, and guided by the adoption of the College's 5-year [Strategic Plan](#), major capital building projects at Newburgh and Middletown were undertaken significantly impacting the teaching and learning environment.

More than seeing to the physical expansion of the College, Dr. Richards has augmented and strengthened the institution's place in the community while also building important connections to the high schools by creating and supporting the [Office of Educational Partnerships](#). The President has also expanded opportunities for students by strengthening ties to the State University of New York (SUNY) as well as building bridges with our sister colleges via the [Hudson Valley Education Consortium \(HVEC\)](#). Most prominently, President Richards has focused his energies on resource development to ensure the College's long-term growth and sustainability. He led the response to the changing economic climate by facilitating the renewal of the [Grants Office](#) and [Alumni Relations](#) while helping to renew the College's Foundation and forging closer links between its Board and the Board of Trustees. Most recently, the President has been working within the County to create educational and economic ties with new manufacturers and high-tech start-ups through the [SUNY Tax-free Areas to Revitalize and Transform Upstate NY \(START-UP NY\)](#) legislation.



President Richards has also played a critical role in advancing the College's [mission](#) and securing its future. Indeed, Dr. Richards has been the guiding force behind the development and integration of the College's [Master Plans](#), including the [Academic Master Plan](#), [Student Services Master Plan](#). He has also been a steadfast

supporter of the College's technological development. Finally, he has led the College in a direction of evidence-based decision-making, facilitating an institutional effectiveness planning process, culminating in an [Institutional Effectiveness Plan](#) supported by the Board of Trustees.

Decision-Making and Information-Sharing

College-wide decision making is supported through systematic assessment of the institution's progress towards reaching its effectiveness benchmarks.

The College recognizes the role that data plays in its decision-making processes. Therefore, data collection and assessment activities have become integral to the operation and growth of each academic and administrative area. Each department and unit collects and analyzes internal and external data to establish goals and objectives as well as to assess progress towards achieving those goals. The measures and benchmarks are contained within each [Master Plan](#) and annual progress is conveyed in the College's [Annual Reports](#).

Orange County Community College continues to utilize information systems that collect, store, and process data that guide and support administrative leaders in their decision-making processes. The College continues to seek technologies and software that improve data consistency, decision-making, and information sharing. In recent years, efforts at improvement have led the College to invest in Banner, utilize Operational Data Storage (ODS), QFlow, Angel, OnBase (document imaging), and a variety of other systems, software, and databases to carry out and manage operations and improve information and data sharing with colleagues, students, alumni, and the community.

Communication

Communication is integral to the operation and advancement of the College and its mission and goals. It is essential that the institution's level of communication and collaboration in decision-making is well coordinated and documented. Recognizing the importance of technology in the operations and development of the institution, the College also values "face-to-face" communication and thus continues to build a culture of communication that supports interaction, data-collection, and decision-making.

The College has various opportunities and mechanisms for facilitating administrative and college-wide communication and collaboration. The President, for example, meets bi-weekly with his Vice Presidents as a group, hosts monthly individual meetings with his Vice Presidents, meets [monthly](#) with his Cabinet,

and facilitates monthly [Board meetings](#). Additionally, the College utilizes a [Monday Meeting Schedule](#) that establishes designated meeting times for Departments, Divisions, Associations, and the College as a whole.

The College recognizes the role that data plays in its decision-making processes. Therefore, data collection and assessment activities have become integral to the operation and growth of each academic and administrative area. Each department and unit collects and analyzes internal and external data to establish goals and objectives as well as to assess progress towards achieving those goals.

The College has created a digital announcement tool, the [Campus Grapevine](#), to connect employees to one another, and to the important

information and activities of the College. And recently, the College has employed a range of technologies to improve communication with the implementation of a Portal being the most recent example of the College's continued focus on utilizing technology to enhance and improve communication college-wide. These modes and means of communication create opportunities for collaboration, information exchange, and data collection necessary for informed and thoughtful decision-making.

The College recognizes that areas and aspects of internal communication and information sharing need improvement; several examples of the College's response include:

- Developing and implementing a calendar of activities to ensure a sustained focus upon the need for more effectively and systematically utilizing data and information throughout the College's [planning, assessment, and resource allocation cycle](#);
- Employing technology, such as video conferencing, to address challenges produced by physical expansion and geographical distance resulting from the College's growth, particularly the development of its Newburgh campus;
- Utilizing online survey instruments to enhance information gathering and college-wide participation in College decisions, including by Standing Committees, during College Goal Review, for Self-Study Draft feedback, as well as for programming and development requests through the Center for Teaching and Learning (CTL), Human Resources, and Information Technology Services (ITS). (Appendix M Institutional and Divisional Survey Summary)

Periodic Assessment of Administrative Effectiveness

In recognizing the value of the evaluation process, the College regularly assesses the effectiveness of administrators, administrative units, its organizational structure, and draws upon a range of sources to do so: annual reports, data, college-wide surveys, outside evaluations and in-house collaborations, as well as institutional effectiveness measures. The College seeks to be proactive with its use of the [Institutional Effectiveness Plan](#) to identify critical data elements. With a culture of communication and collaboration, the IE Plan is an effective means for guiding data collection, rendering decisions, and allocating resources, all elements of an effective administration.

The most recent [Faculty and Staff Opinion Survey](#), administered in Fall 2012, revealed that constituents request more information in two areas: College staffing trends and professional development investment. With regard to professional development, of the faculty and staff responding, fifty nine percent (59%) indicated that they had “adequate opportunities to increase/develop their knowledge and skills at the College.” The College values the importance of this feedback regarding professional development and has made efforts to communicate and review the resources allocated towards development. With regards to staffing trends, the College is determining how best to report and communicate the data.



Evaluation of Administrative Units

The College has long engaged in the evaluation of administrative units and has made important changes in response to those evaluations.

- The recent review of the effectiveness, equity, and efficiency in the organizational structure of Academic Affairs has proven to be another valuable evaluative experience. Responding to concerns, primarily from Academic Chairs over workload distributions and staffing levels, the College created a task force to support the work of an external independent consultant. Together, they were charged with evaluating the distribution of work, workloads, and staffing and making recommendations that could result in greater levels of productivity and better respond to the needs of the various constituencies. Responding to the recommendations, the task force reviewed and agreed upon the priorities to be addressed in the [consultant's final report](#), which have been included in ongoing contractual negotiations with the Staff and Chair Association.
- The findings and feedback from the [2012 Faculty and Staff Opinion Survey](#) are valuable to the College's administration. Each Vice President, with their staff, has reviewed their filtered feedback as well as

the comprehensive [results of the survey](#) incorporating the findings and the feedback into their [annual planning activities](#).

- The Newburgh Campus is preparing to conduct an impact study during Summer 2014. The Vice Presidents and the President have reviewed areas of focus for that study and will continue to gather data for that review.
- The review of [Community College Survey of Student Engagement \(CCSSE\)](#) data showed low student engagement and interaction with the Office of Career Services. In 2009, 56.3% of the students responding to the CCSSE indicated that they “rarely/never” use the College’s career counseling services; that percent dropped to 53.9% in the 2012 CCSSE administration. In response, the Student Services Division facilitated further evaluation and followed-up by restructuring the Office into the [Office of Career and Internship Services](#) renewing the College’s focus on responding to student needs, fostering student engagement, and developing new career and internship partners.
- The College also streamlined [Continuing and Professional Education \(CAPE\)](#) by eliminating the position of Workforce Solutions Director and transferring the position to the reorganized Office of Career and Internship Services.

Evaluation of Administration

The President and the Vice Presidents are not only all academically and professionally qualified for their positions but also committed to actively advancing and enhancing their skills and service to the institution. All College leaders have been vetted by the Human Resources Office, and their credentials and employment

In addition to evaluating the effectiveness of individual administrators, it is the practice of the College to regularly review the institution’s organizational structure. Such opportunities usually arise amid personnel changes and provide the College an opportunity to shift areas of supervision and responsibility in ways that best serve the College and students.

history were verified upon hire to ensure that each met or exceeded position qualifications. The College’s leaders are engaged in national, state, and regional initiatives and professional organizations that bring depth, experience, and innovation to their work at the College. Vice Presidents also appoint faculty and staff to participate in federal, state, and regional meetings, projects, and

committees that allow them to build important bridges with sister institutions, stay abreast of trends in higher education, and develop new initiatives for the College.

The evaluation of the President is the responsibility of the Board of Trustees’ President’s Performance Review and Compensation Committee. The Committee conducts an [annual review](#) to ensure the President is leading the institution in a manner that fulfills the College’s mission and achieves its goals. The details of the evaluation process as well as evaluation instrument are contained in the [Committee’s Charter](#), and the results of their recommendations can be found in Board of Trustees’ minutes. In 2014, and continuing every three years after that point, the Board of Trustees will seek to include the input of College employees and the community at large in the evaluation of the President.

All employees of the College, including Management Confidential employees, are subject to regular and comprehensive evaluation. Management Confidential employees have not consistently been evaluated using a standardized form and schedule. The Office of Human Resources, in collaboration with the Vice Presidents and Cabinet, has responded to this need and has proposed a standard [evaluation instrument](#) and [process](#) for all Management Confidential employees, including Vice Presidents and Associate Vice Presidents. Evaluations will be implemented in Spring 2014.

In addition to evaluating the effectiveness of individual administrators, it is the practice of the College to regularly review the institution’s organizational structure. Such opportunities usually arise amid personnel

changes and provide the College an opportunity to shift areas of supervision and responsibility in ways that best serve the College and students. Thus when vacancies arise, key administrators evaluate the current position and make determinations as to whether any modifications are required. Whether changes are deemed necessary or not, the position description is presented to the President, Vice Presidents, and Cabinet for discussion.

The College has, at an administrative level, responded to demands to increase operational efficiency, meet the College's changing technology needs, and improve student services. Recent examples include renaming the Vice President for the Newburgh Campus and having the position report to the Vice President of Academic Affairs. As a result, the College is able to more effectively align decision-making at the College's two campuses. Recently, too, the College has positioned itself to respond to present and future technological demands through the addition of the Vice President for Information Technology (VPIT). Finally, via changes in the titles and responsibilities of positions in the Student Services Division, the College continues to enhance and improve its delivery of services to students. (The College's [organizational charts](#) are accessible online).

Conclusion

Orange County Community College possesses an administrative structure that effectively facilitates the work of the institution. Built on a foundation of solid methods and mechanisms of communication and periodic review, the College administration is engaged in meeting the College's goals, supporting its mission, and above all, continued quality improvement of programs and services. The College is, nevertheless, aware of the need for structural, systematic, and technological improvements, and thus views the development of both the IE Plan and Portal as important mechanisms for supporting improved communication, workflow, reflection and assessment, necessary to deliver quality education and services.

Recommendation:

- The College's effort to improve internal communication will stem from a renewed commitment to information management and comprehensive and systematic documentation and dissemination.

Chapter 8 STANDARD 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Recognizing the essential role integrity plays in fostering intellectual rigor, personal commitment, enhanced citizenship, and a deepened appreciation of culture, Orange County Community College's Board of Trustees, administration, faculty, staff, and students are dedicated to maintaining the highest ethical standards and creating an environment that respects and celebrates difference. To that end, the College supports an inclusive environment of respect, acceptance, and understanding that embraces others regardless of their political, economic, cultural, or social background, while it honors academic freedom, freedom of inquiry, and personal engagement. What is more, the College has in place fair and equitable grievance procedures for employees and students that allow for the satisfactory and timely resolution of issues that may arise.

Climate of Respect and Appreciation of Diversity

Orange County Community College brings together a diverse community of professionals and learners who have established an environment of inclusiveness and maintain its foundation of respect through planning and policies.

Through clubs, outreach, organizational changes, and programming, students, faculty, staff, and administration explore and celebrate the culture of diversity. The College is proud of its many diverse [student clubs and organizations](#) as nearly 63% of students responding to the 2010 and 2013 [Student Opinion Survey \(SOS\)](#) report being "very satisfied/satisfied" with the "campus acceptance of individual differences. Further, Orange County Community College was recently named to the 2013 list of "*Military Friendly Schools*" for its work



in assisting veterans in their successful transition to civilian life and return to the educational pipeline. In 2012, the Office formally known as Disabilities Services was changed to the [Office of Accessibility Services](#) to promote a positive and respectful message relating to the populations served. Diversity is also celebrated through the College's [Cultural Affairs](#) and [Global Initiatives](#) programming which offers an array of presentations, speakers, and events. For example, Global Initiatives offers year-long activities that examine the culture, history, art, music, and politics of a particular geographic region, most recently Africa.

The culture of the College respects and celebrates diversity and affirmative action policies and publications, and practices reflect this. The College's [Affirmative Action Manual](#) guides hiring practices and has helped expand the diversity of the faculty and staff (Appendix K Analysis of Race/Ethnicity of New Hires):

- Minority representation among all employees increased from 12% in 2009 to 15% in 2012.
- In 2012, minorities represented nearly 30 percent of all new hires.
- Faculty diversity, alone, has risen from 8% in 2009 to 12% in 2012.

Furthermore, the College continues to support an [Institutional Diversity Initiative](#), with the goal of increasing awareness of diversity within the College community. The College's Associate Vice President for Human Resources serves as the Diversity Officer and ensures that information related to the Diversity Initiative is accessible online. Additionally, Human Resources supports employee training programs, including online,

designed to prevent discrimination and harassment in the workplace (Appendix N Human Resources Training Opportunities). The recent creation of the position of Coordinator for Equity and Diversity provides opportunities to maintain and grow a culture of respect, while at the same time enhancing collaboration between Human Resources, the Diversity Officer, and the [Committee for Institutional Diversity and Equity \(CIDE\)](#), a Governance standing committee. In collaboration with Human Resources and the President, the CIDE Committee is reviewing the responsibilities of the Coordinator position in order to effectively fill this position in Spring 2014. Most recently, the College made the commitment to develop a civility statement that promotes a climate of respect. The development of the civility statement will be embedded into the College's review of its vision, mission, and values.

College Policies and Procedures

The College is committed to ensuring that employees are aware and understand the institution's policies and procedures. College [policies](#) are accessible online as well as through the College's internal P:Drive; policies are provided to all new employees via CD or a web link. College employees also have ready access to Board of Trustee minutes through the [Campus Grapevine](#). Distributed in a regular and timely manner, the minutes allow employees to access updated as well as newly-adopted Board policies. Despite 81% of faculty and staff responding to the Faculty and Staff Opinion Survey indicating that they "strongly agree/agree" that they are familiar with the College's policies and procedures, the College continues to seek out new and better mechanisms for communicating policy and procedural changes. For example, in efforts to improve communications, the Secretary to the Board of Trustees and the Director of Communications have recently adopted communication protocols to better inform the college community of changes to or the adoption of new policies; these mechanisms appear to be effective.



As of Fall 2013, the College compiled a [Procedures Manual](#) to accompany the College's policies. The College has also identified a regular cycle for reviewing and updating these procedures with a review of this document to be completed in 2014 to ensure alignment. The President with the Board of Trustees will review any needed changes.

Equitable Employee Policies and Procedures

In addition, the College has established and follows clear policies and procedures for hiring and evaluating its employees.

Hiring Procedures

Maintained by the Office of Human Resources, the [Affirmative Action Manual](#) provides the foundation for all College search processes. Additionally, a number of constituents provide for oversight and regular review of hiring policies and procedures including, the Affirmative Action Officer, the Associate Vice President of Human Resources, the President's Cabinet, and the [Committee for Institutional Diversity and Equity \(CIDE\)](#). These groups initiate a triennial review of the Manual and provide the Board of Trustees with suggestions for substantive changes. In addition to this guiding document, all search committees subscribe to directions from Human Resources with all applicant information processed through the College's online recruitment software.

While the College has established clear policies and procedures that are both widely available and subjected to regular review, recent survey data indicates that the institution must continue its efforts to promote clarity and transparency in the hiring process. Even though 72% of faculty and staff responding to the [Faculty and](#)

[Staff Opinion Survey](#) indicated that the College’s policies and procedures “ensured fair and equitable treatment for faculty, staff, and administration,” only 57.8% respondents felt that the College follows the processes as outlined in its Affirmative Action Manual. This has led to renewed reflection on the review process. The Associate Vice President of Human Resources has begun to investigate the causes behind the lower-than-expected rating. A follow-up survey was administered, and the results are being used to support changes. Meanwhile, efforts are underway to better educate faculty and staff about all college-wide policies and procedures, including the [Affirmative Action Manual](#).

Evaluation Procedures

The College also has in place a system of evaluation for its employees with evaluation procedures and policies outlined in the [Faculty](#), [Staff and Chair](#), and [CSEA contracts](#). Members of each bargaining unit are evaluated as outlined in their contracts. (Please note Standard 10 specifically outlines faculty evaluation procedures.) Completed evaluations become part of the employee personnel file retained in the Human Resources Office. Important to note, according to those responding to the Faculty and Staff Opinion Survey, nearly 70% “strongly agreed/agreed” that their “performance evaluation is fair and accurate.”

As described in Standard 5, beginning in Spring 2014, Management Confidential employees will be assessed via a standard process and instrument. Grant-funded employees represent another employment category that does not fall within the union contract; these full-time employees are evaluated, however, using the procedures within the union contract. Evening adjunct employees also exist outside of the union contracts and are further discussed within Standard 10.

Procedures for Discipline and Termination

The College has in place a clear and fair system for disciplining and terminating union members. First, discipline and termination must follow the process stipulated in union contracts. Additionally, no employee of the College may be terminated without the authorization of the College President. Finally, the College maintains integrity in its employment processes by upholding each employee’s right to due process, and in the case of Association members, union representation and an effective grievance procedure. Over the past three years (2009-2012), union representatives have filed some 24 grievances on behalf of their members (21 from CSEA and 3 from the Faculty union) with only 4 of these grievances progressing to the level of arbitration.

Academic Dishonesty and Intellectual Property Rights

The College is committed to integrity in the rigorous and honest pursuit of academic inquiry. Such commitment is evidenced by its policies on academic dishonesty, maintained in the [Academic Policy Manual](#), outlined in the [Code of Student Conduct](#) (page 45), and included on all [course syllabi](#). During 2012-2013, policies were clarified with two possible courses of action. In instances of academic dishonesty, instructors have discretion to respond as well as the option of referring the matter for disciplinary action.

Additionally, the College and unions have devised clear statements and policies on intellectual property rights. The [Faculty Association contract](#) ensures that faculty retain ownership of the course materials they have designed and devised, and, more broadly, the institution demonstrates its commitment to the protection of intellectual property rights through the proper licensing of software, the Library’s policy for reserve materials, and College procedures for academic dishonesty.



Climate of Academic Freedom and Inquiry

The College is committed to the promotion and protection of academic freedom. The faculty have adopted the American Association of University Professors (AAUP) principles of academic freedom, which can be found in the [Faculty Association contract](#) and the College's [Academic Policy Manual](#). The College's commitment to academic inquiry and academic freedom can also be found in the policy on [Freedom of Speech and Assembly, Picketing, and Demonstration](#) (page 42) which applies to employees, students, and visitors. For over ten years, the Associate Vice President for Human Resources reports that no grievances from any source with regard to academic inquiry and freedom have been alleged.



The College is dedicated to the support of academic inquiry among its faculty, staff, administration, and students. At one level, the support for academic inquiry is monetary, as faculty and staff are recipients of professional development funding (Standard 10). At another level, the College's support for academic inquiry is cultural. The institution provides a supportive atmosphere in which faculty and staff are encouraged to pursue independent research that expands their knowledge, contributes to their respective fields, and celebrates their accomplishments. This culture of inquiry has resulted in the writing and publishing of scholarly articles, essays, books, as well as award-winning research and programs, highlighted in Standard 1. Moreover, the College supports and recognizes academic inquiry activities through sabbatical leaves and through a variety of awards, including the President's Awards, SUNY Chancellor Awards, and an internal recognition and awards ceremony.

Furthermore, the College seeks to expand this culture of inquiry beyond the faculty and staff as academic inquiry is encouraged across the curriculum. Two examples highlight how students are encouraged to engage in independent research and academic expression. Honors Program students are [required](#) to complete a capstone research project and submit that project to the [Beacon Conference](#), a competitive conference that recognizes scholarly works of students from two-year colleges in the Northeast. Faculty also encourage academically accomplished students to participate in the Beacon Conference as well as in the [SUNY Orange Achievements in Research and Scholarship \(SOARS\)](#) conference. Recently instituted by the College in 2013, SOARS is a cross-disciplinary research conference that invites and recognizes research and scholarly activity from all academic programs. The second SOARS conference is planned for 2014.

Policies and Procedures: Students

The College has established policies and procedures for students pertaining to grievances and conduct, which can be found in the [Student Handbook](#), the [Code of Student Conduct](#), (page 45), and the [Academic Policy Manual](#). These policies and procedures exist to ensure that student grievances and alleged violations of conduct are addressed promptly, appropriately, and equitably. Due process for students is guaranteed through these policies and procedures, and students are granted the right to appeal any College decision. All grievances are handled in strict compliance with the established procedures, including adherence to specified timeframes, date stamping of documents, and the sending of notifications by certified mail. Moreover, prior decisions are taken into consideration to support consistent action.

Student Academic Grievances

The student [Academic Grievance Procedure](#) was revised by the [Academic Policy Committee](#), with active participation from faculty, staff, administration, and student committee members, as well as broader input through

Executive Committee, Cabinet, Division, and Assembly meetings. The new policy went into effect in Fall 2012 for that academic year. Recommendations from the April 16, 2011, SUNY University Faculty Senate's [Resolution on Grade Change Authority](#) was considered and incorporated by faculty. Additionally, in response to students' feedback requesting more information on the policies and procedures for credit course issues, a statement was added to the [syllabus template](#) and distributed by the Vice President of Academic Affairs (VPAA) to faculty to direct students to the policies available to them. Overseeing student academic grievances, the Office of the Vice President for Academic Affairs (VPAA) reports from 2008 through 2012, only seven (7) such grievances reached the formal stage. Of these, five (5) were appealed to the President, who upheld the VPAA's decisions.

Code of Student Conduct Violations

Non-academic student grievances and alleged [Code of Student Conduct](#) violations are handled by the Vice President for Student Services (VPSS) who reports that from 2007 through 2012, 142 such matters were resolved informally by the VPSS Office, again indicating that procedures are adequate and appropriate to support their informal resolution. During this five-year period, of the nearly 150 referrals for violations of the Code of Student Conduct, only eleven (11) such matters required the formal convening of the Board of Inquiry, a body that is charged with hearing cases involving violations of the Code of Student Conduct. This body recommended the following: one expulsion, one suspension, four withdrawals, two probations, two failures of courses, and one zero for an assignment.

Even though the College's prompt, appropriate, and equitable handling of student grievances and conduct is evidenced by the fact that the overwhelming majority of these matters are resolved during the informal stage; the complexity that can accompany even informal grievance procedures has prompted the VPSS and VPAA to consider a software package to more efficiently track processed grievances.

Publications and Dissemination of Information

The College accurately conveys information to its internal and external constituents, whether in print or online. The College communicates a wide variety of information to its employees and students via a pair of internal e-newsletters entitled the [Campus Grapevine](#) for faculty, staff, and administration as well as the [Student Grapevine](#) for students. These electronic newsletters are distributed year-round to those with a SUNY Orange email, including students, address every Tuesday and Thursday morning. This is the primary internal college-wide communication tool used to share news, announcements, updates, and changes.

Other communication mechanisms include social media, such as [Facebook](#), [Twitter](#), and [Flickr](#). The College's social media platforms have become more critical in connecting with our students as well as external constituents. It is important to note that the College is transitioning to the implementation and use of a Portal, which will enhance the College's ability to communicate quickly and effectively with all students as well as launch targeted electronic messaging to more effectively outreach to students.



The College communicates to its external constituents using a variety of mechanisms. The [College's website](#) remains the primary communication platform for constituents to access information. In addition, the College distributes the "[E-Carillon](#)" email newsletter to approximately 6,000 alumni, donors, and friends of the College every two weeks. Approximately 70 press releases are distributed annually to local and regional

media outlets. Additionally, the [Office of Institutional Planning, Assessment, and Research \(IPAR\)](#) coordinates the required institutional reporting to local, state and federal governmental and regulatory agencies including the State University of New York (SUNY), New York State Education Department (NYSED), Middle States Commission on Higher Education (MSCHE), as well as the Integrated Postsecondary Education Data System (IPEDS).

Communication Changes and Developments

Recently, the College has made a series of substantive changes to improve the dissemination of information and thereby uphold the College's commitment to the integrity of its information dissemination, including its policies.

Website and Portal

The College is working to improve the way it manages the significant amount of information it collects, updates, and maintains, for faculty, staff, administration, students, as well as the community. Even though 89% of students responding to Institutional Advancement's [Marketing Survey](#) reported that the College's website was "very easy/easy" to "*find information that you were looking for/needed*," the College is undertaking a website redesign and Portal implementation. Once the transition to the Portal and the website redesign occur, to be internally tested in January 2014 and launched in June 2014, the College anticipates visible improvements in both information management and accessibility.



Catalog Changes

Changes to academic programs are reflected in each updated version of the [College Catalog](#), which is published annually and available online. Updates to the catalogs have historically been published twice a year, prior to the Fall and Spring semesters, and made available online. In Fall of 2013, the catalog production process was adjusted to accommodate one editing cycle each year. College catalogs dating to 2005 are indexed and [archived digitally](#) on the College's website; hard copies of prior catalogs are available for review within the Office of Records and Registration.

Conclusion

Orange County Community College is dedicated to promoting a culture of integrity and maintaining an academic environment that supports academic inquiry and intellectual freedom. The College had developed and has sustained a climate respectful of diversity that practices ethical hiring of faculty, staff, and administration as well as following equitable grievance procedures for employees and students. Additionally, the College recognizes, largely through this self-study process that the methods by which policies, data, and information sharing and management, in general, warrant continued efforts for improvement.

Suggestions:

- The College should continue to rely upon its existing governance structure for the regular assessment of Governance Committee policies and procedures, and the charges for each committee should reflect these assessment expectations.
- The College should improve its processes to educate internal constituents of the College's guiding documents, including College-wide policies and procedures.
- While the College has both formal and informal mechanisms for recognizing and celebrating employee achievements, the College should continue to review and revise how best to celebrate employee accomplishments and publicly recognize achievement.

Chapter 9
STANDARD 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Orange County Community College values the role assessment plays in impacting mission and goal achievement and is committed to collecting, analyzing, and utilizing data in its efforts to continually assess and improve programs and services. The College has endeavored to foster a culture of college-wide, programmatic, and course-level assessment that enables the institution to achieve its [mission, goals, and priorities](#) and learning outcomes.

Assessment initiatives determine the extent to which performance levels and success have been achieved; and the analysis of assessment findings guides the institution's effectiveness and improvement efforts. Annual reporting activities, academic program reviews and external visits, enrollment, graduation, and transfer activity reports, third-party accreditation visits and findings, advisory boards, course evaluations, student learning outcomes assessment, as well as college-wide surveys, including the results of the [Community College Survey of Student Engagement \(CCSSE\)](#) and the [Student Opinion Survey \(SOS\)](#) all provide valuable assessment data for the institution. Details of the College's student learning outcomes assessment process engaged in by academic departments, faculty, and students is described in Standard 14.

Each and together, these methods and measures provide opportunity and mechanism for evaluating the College's success in meeting its [mission and goals](#), developing [Strategic](#) and [Master Plans](#), and allocating resources. Significant initiatives supporting a cycle of planning, assessment, and allocation include the recent review and revision of the College's goals, regular review of the priorities of the Strategic Plan and supporting Master Plans, formulated and assessed student learning outcomes for all courses and programs, enhancements to the institution's online [Planning and Initiative Prioritization \(PIP\) System](#), a comprehensive college-wide annual reporting process, and an [Institutional Effectiveness Plan](#) (IE Plan) that includes data measures and benchmarks.

Institutional Effectiveness Plan

Though already engaged in connecting assessment findings to planning and goal attainment, the development of the [Institutional Effectiveness Plan](#) (IE Plan) signals the College's continuing commitment to developing and enhancing a systemic process of planning, assessment, data analysis, performance evaluation, and resource allocation that reflects, supports, and advances the College's [mission and goals](#). Orange County Community College's Institutional Effectiveness Plan:

- Guides the College in developing institutional assessment activities to best measure its effectiveness in achieving mission, goals, and priorities;
- Assists the College in identifying needed areas of improvement in order to maintain excellence;
- Serves as a guide for analysis, decision-making, and resource allocation.

The measures and benchmarks contained in the [IE Plan](#) provide academic and administrative areas with direction for setting goals, assessing and reporting progress, and utilizing information for improving and enhancing programs and services. To maintain a continuous improvement cycle, activities related to institutional effectiveness are embedded within the College's [planning, assessment, and resource allocation cycle](#).

Developing the Plan

The institution engaged in a college-wide review and revision of its goals in Fall 2011; the process was outlined and [presented](#) to the College at the October 2011 Assembly (Standard 1). Faculty, staff, administration, and students provided feedback during the review and revision process by participating in

college-wide discussions and focused feedback through an [online form](#). Additionally, the Board of Trustees commended the review process and unanimously passed a resolution to approve the revised goals (Appendix B). The revised goals provided a foundation for institutional effectiveness planning, and the review process prepared the institution for developing its [Institutional Effectiveness Plan \(IE Plan\)](#).

The development of the College's Institutional Effectiveness Plan began with preparing the College and presenting to faculty, staff, administration, students, and the Board of Trustees the value and use of institutional effectiveness planning. Information on the process and progress of developing the Institutional Effectiveness Plan was continually shared during leadership team meetings, Cabinet meetings, as well as through Assembly presentations.

Since the College has long been collecting and utilizing data, the [IE Plan](#) was largely a practice of prioritizing measures and identifying which were to be collectively utilized by the institution. The Spring 2012 Cabinet retreat focused on identifying and reviewing the measures and benchmarks utilized in their respective area in order to identify those that demonstrated institutional accountability and success (Appendix O Cabinet Retreat Agenda). To facilitate the process and establish effectiveness measures, Cabinet evaluated the measures to determine whether they met the criteria of an effective performance measure (Appendix P Institutional Effectiveness Criteria table). Institutional measures of effectiveness were identified and incorporated in the IE Plan 2012-2013 draft distributed for college-wide review.

In Fall 2012 Cabinet members facilitated focus groups for faculty, staff, and students in order to discuss and gather feedback on the draft IE Plan, particularly the data and prioritized performance measures. An

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[Executive Summary](#) of the focus group process, participant questions, and feedback provided was shared at Assembly. The final [Institutional Effectiveness Plan 2012-2013](#) was approved by the Board of Trustees in March 2013.

Communicating and Utilizing the Plan

Through Cabinet's leadership, the IE Plan has been presented and promoted college-wide. Ways in which the College is communicating and utilizing the IE Plan include,

- Governance standing committees and their Chairs meet with Executive Committee and the Vice Presidents each Fall to review committee charges and receive [administrative recommendations](#). In Fall 2013, committees and chairs were requested to review the IE Plan and discuss impacts that measures and benchmarks may have on committee charges;
- Cabinet has discussed extensively enrollment effectiveness measures, specifically the impact of the Community College in the High School (CCHSP) Program's registration timeline on the College's enrollment numbers at census. Moving forward, Cabinet determined it most effective to report enrollment at three points in time, at census without CCHSP, on October 15th with CCHSP as well as at the end of the term (EOT). The IE Plan 2013-2014 will be amended to reflect the revised enrollment measures. (Appendix Q Revised Enrollment Activity Reporting tables.);
- The [College Profile](#) presentation at Assembly each Fall largely reports on measures of institutional effectiveness. This venue provides an opportunity for the College community to be informed about its IE Plan.
- Following the Spring 2013 retreat, Cabinet formed several task forces, including one focusing on institutional effectiveness. This task force is working collaboratively with Cabinet and the Institutional Planning, Assessment, and Research Office to ensure that institutional effectiveness activities are incorporated into the College's [planning, assessment, and resource allocation \(PARA\) cycle](#) and implemented throughout the year. This cycle supports the President, Vice Presidents, and

Cabinet's ability to make data-driven decisions, particularly ones that impact resource allocation. Additionally, the task force is drafting recommendations on ways in which the IE Plan can be further communicated and utilized.

- Presentations are given to the College's Board of Trustees during the academic year focused on [institutional effectiveness planning](#) as well as on [IE Plan progress](#).
- In recognizing the importance of the [Campus Grapevine](#) as a tool for engaging faculty and staff in communicating developments and trends that shape the institution, an annual "How are we Doing" Review (starting February 2014) will be published. The College plans not only to disseminate a summary of institutional effectiveness but provide access to survey and assessment results to create a starting point for broader review, discussion, and use.

Institutional Effectiveness: Resources

Internal Resources

Since the College promotes a culture of informed, data-driven decision-making, assessment activities are supported and strengthened by committing resources that promote institutional improvement efforts. Resources that have been dedicated towards facilitating assessment initiatives college-wide include technology support for modifications to the College's [PIP System](#), financial support for technology tools including online survey development and administration and document imaging, investment in Magna Commons, an online repository of professional development resources, many of which support assessment, stipends for assessment related activities, support for professional development including attendance at the MSCHE annual conference and membership in the [Assessment Network of New York \(ANNY\)](#), as well as budget support of the Institutional Planning, Assessment and Research Office (IPAR) which staffs three full-time employees.

With support and guidance from the College's Vice Presidents and Cabinet, the [IPAR Office](#) facilitates the institutional effectiveness process by maintaining the measures and benchmarks within the [IE Plan](#). Through the College's Banner Report Group, the IPAR Office identifies data needs and develops internal reports from Banner and its Operational Data Store (ODS) (Appendix R College's List of Reports). External data reporting efforts that support institutional effectiveness include the regular submission of data to IPEDS, New York State Education Department (NYSED), State University of New York (SUNY) System, administration of the Community College Survey of Student Engagement (CCSSE) and the Student Opinion Survey, as well as to the National Community College Benchmarking Project (NCCBP). Additionally, IPAR's budget provides honorariums for external academic program reviewers, stipends for second-scorers, inter-rater reliability, for General Education assessments, as well as subscription to the College's online survey software.

The [Assessment Advisory Committee](#) is a Governance standing committee with membership representing all academic Divisions and administrative units. The Committee has largely focused its efforts on supporting student learning outcomes assessment in Critical Thinking and Information Management by implementing the assessment plans, including identifying participating faculty, hosting trainings and workshops, reviewing and disseminating results, as well as putting forth recommendations to the Executive Committee (Standard 12). One such recommendation was for there to be at least one faculty workshop focused on assessment each semester. The faculty workshops for Fall 2013 and Spring 2014 focused on Information Management assessment and student learning outcomes

With the establishment of the [Institutional Effectiveness Plan](#), the Committee will have a more significant role in reviewing both the measures and benchmarks in order to support the College's renewal efforts. While this Committee has supported assessment-focused activities and efforts (Standard 14), the College and Committee should explore the most effective ways in which college-wide assessment activities are aligned, sustained, and utilized. For example, the Assessment Advisory Committee is partnering with other Governance committees to strengthen its and the College's role in assessment.

External Resources

Committed to rigorous and regular assessment in order to enhance excellence, the State University of New York (SUNY) has made substantial revisions to the collection of institutional data through the SUNY Institutional Research Information System (SIRIS). SIRIS is an ongoing data submission initiative requiring all institutions to submit extensive student record data, as well as data on faculty, enrollment, courses, financial aid, and student revenue. Included in this initiative is the development of a robust and accessible data warehouse populated through institutions' SIRIS submissions. In collaboration with SUNY, the College hosted in May 2013, a two day data warehouse and reporting tool training open to System and College employees. The data warehouse is intended for institutions to access system-wide data and accessing benchmark data necessary for institutional effectiveness.

Additional support from SUNY includes assisting campuses in their data submissions to the Integrated Postsecondary Education Data System (IPEDS) as well as financially supporting the administration of the Community College Survey of Student Engagement (CCSSE), the National Community College Benchmarking Project (NCCBP), and the participation in the National Student Clearinghouse.

Data-Driven Culture and Decisions

All academic and administrative areas of the College collect, analyze, and utilize data to support and guide decision-making (Standard 5); below are data-related initiatives valuable to the College:

- With the conversion to and use of Banner as the College's data management system, academic departments and administrative units request and regularly receive data reports. These reports are largely developed by the Banner Report Group, comprised of the Associate Vice President of the Business, Mathematics, Science, and Technology (BMST) Division, Associate Vice President of Enrollment Management, Registrar, Assistant Registrar, Institutional Planning, Assessment and Research staff, and a System Analyst from Information Technology Services (ITS). The group is committed to addressing information needs, developing valid reports, disseminating them systematically across all areas of the College, as well as providing trainings on accessing the data reports. The Report Group supports the institution's effectiveness efforts by ensuring that existing data measures and benchmarks are accessible and valid.
- The College invests in an online survey administration software which is widely utilized across the institution enabling the development and administration of internal surveys to collect data on student experiences, perspectives, and satisfaction. This survey tool has allowed the College to gather relevant data and feedback from employees and students, including feedback on policy and procedure changes, satisfaction with College services, and benefits. A table outlining the surveys administered by the College and a brief description of how the information has been utilized is found in Appendix M.
- Since Fall 2010, the [College Profile](#) presentation has been delivered each Fall during the college-wide Assembly highlighting institutional effectiveness measures as well as data about students' preparedness for college-level work, assessment findings, results of college-wide surveys (CCSSE and SOS), as well as updates on initiatives resulting from and/or responding to data. This presentation provides the College community with an opportunity to discuss issues and areas of attention, and serves as a starting point for departmental, programmatic, and institutional initiatives, including, for example, the development of pre- and post-semester interventions for underprepared students. Ultimately, regular presentations of measures and benchmarks have prepared the College to develop and implement its [Institutional Effectiveness Plan](#).
- The College's annual reporting process provides academic departments and administrative units the opportunity to not only document and share academic and administrative level goals but progress in achieving institutional goals and priorities. Respective Vice Presidents review and utilize the annual reports to prepare for Fall planning activities and identify resource allocation priorities. The annual reports are [accessible](#) on the Office of the President's P:Drive. Additionally, the President presents to the Board of Trustees an Executive Summary at their retreat emphasizing areas of achievement and future priorities of the institution.

Planning, Prioritization and Assessment

The institution's [Planning and Initiative Prioritization \(PIP\) System](#) provides the institution an accessible and collaborative planning and assessment tool (Standards 2 and 3). Since 2006, the PIP System has provided a transparent method for developing and disseminating [department and unit initiatives](#) for prioritization that facilitates a process to identify initiatives needing resources and funding. Benefits of the online planning and prioritization process include:

- Online accessibility of college-wide planning initiatives;
- Searchable interface to facilitate collaboration between departments and units as well as sharing of resources;
- Ability for administrative areas to identify opportunities and requests for support;
- Prioritized initiatives provide the Grants Office with direction when seeking alternative funding sources and grant opportunities.

While the online system has modernized and centralized the College's initiative planning process and enhanced collaboration and transparency, it continues to be evaluated for efficiency and effectiveness. The PIP Revision Team, led by ITS staff, works to collaboratively revise the PIP System and process. Recent and significant modifications have enhanced the PIP System including the development of separate but aligned modules for Planning, Prioritization, and Assessment (Appendix G for PIP module screen shots). Presentations on PIP System enhancements and functionality have been made to the Vice Presidents and Cabinet. Expanded use of the PIP System will continue to support a culture of assessment that translates into institutional effectiveness as the additional Planning and Assessment modules will provide the College with an improved mechanism to view and track planning, assessment, and resource allocation information with a continued focus on transparency through an engaging process.



Initiatives and Activities Resulting from Institution-Wide Assessment

Below are highlights of assessment-related activities at the institutional, program, and course level that have led to improved programs and services with additional activities included in Appendix S:

- Regular collection of faculty and staff feedback by the [Center for Teaching and Learning \(CTL\)](#) on professional development needs have resulted in training opportunities based on the top three (3) technology needs, including Smartboards, multi-media presentations, and the integration of iPad/tablet into courses and teaching. Additionally, the CTL has coordinated programming on assessment and strategic planning, including developing and utilizing rubrics, basics of assessment, and sharing results of recent assessment initiatives.
- Retreat for academic leaders provided an opportunity for all Department Chairs to engage in focused assessment and planning discussions and decisions.
- Regular Board of Trustees updates allow Board members to learn more about the efforts of academic departments and administrative units and their connection to achieving the goals and priorities of the College. (Appendix L for Board of Trustees Presentations 2012-2013).
- Administration and analysis of results of the [Community College Survey of Student Engagement \(CCSSE\)](#) in Spring 2009 and 2012 allowed both Academic Affairs and Student Services to identify areas of improvement and develop appropriate initiatives. In response to needing to emphasize student computer use in academic work (CCSSE 2009), the College increased Angel training for faculty,

upgraded computer labs, and increased internet service and classroom projection equipment. Survey results in 2012 revealed that 79% of responding students indicated that the College emphasized “very much/quite a bit” the use of computers in academic work as compared to 66% in 2009.

- Utilization of the College’s P:Drive to upload and access assessment related information has contributed to the collaborative and communicative culture of assessment in Academic Affairs and Student Services. Faculty and staff are able to benefit from shared experiences, best practices, tools, and data.
- Pre-intervention courses for underprepared students were developed to improve student learning. These courses largely resulted from the collection and analysis of student placement results for math and writing presented in the [College Profile](#).
- As a result of the feedback from the [Faculty and Staff Opinion Survey](#) on communication within Student Services, the Division increased the number of its meetings from once a semester to twice a semester and now hosts these meetings on both campuses with minutes available on the Vice President for Student Services P:Drive.
- Through the 2012-2013 academic program review process, a comprehensive curriculum map was developed for the AAS Architectural Technology degree. The review and mapping process has guided the proposed curriculum changes and modifications and serves as a model for other programs.

Conclusion

Through the development of a cyclical process of planning, assessment, and allocation activities, the College has improved the alignment of academic and administrative goals and objectives with the institution’s mission, goals, and strategic priorities. Additionally, while the College, and its various departments, committees, and administrative units have engaged in assessment activities that have and continue to result in the regular evaluation and improvement of programs and services, the institution recognizes the need to continue to improve, enhance, and sustain a comprehensive culture of assessment.

Recommendations:

- The College should evaluate and determine the role of the Governance Committees, specifically the Assessment Advisory Committee and the PBIE Committee, to identify intersections with institutional planning and assessment in order to determine how best to align and support the College’s planning initiatives and assessment activities.
- The College should continue to improve its system and practices of sharing assessment plans and results to strengthen and sustain assessment activities. Each unit of the College should be expectant to reflect upon and use assessment findings and data in order to develop and improve planning efforts.
- The College should more formally define a formal and systematic process and schedule of review for each organizational (Vice President) unit of the College.

Chapter 10

STANDARD 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Orange County Community College aims for all students to experience a sense of belonging to a community of learners and seeks to foster a commitment to their education, to their communities, and to life-long learning. The ability to foster pride, citizenship, and continued development begins with a supportive educational environment. To that end, the College provides students the assistance, connection, guidance, and support that enable them to successfully achieve their educational and employment goals and offers services and programming that creates enthusiasm that fosters a commitment to learning.

Student Services Master Plan and Enrollment Activity

The Student Services Division and Student Services Leadership Team (SSLT) conducted a comprehensive and thoughtful evaluation of its structure, services, and programs in preparation for developing the [Student Services Master Plan 2010-2015](#). In addition to establishing its core priorities, departmental goals, and student learning outcomes, the Student Services Master Plan emphasizes collaboration in order to effectively recruit, admit, orient, and retain students.

The College's [Enrollment Activity Report](#) provides consistent, comparative data regarding enrollment and identifies patterns and trends. The report is distributed twice monthly throughout the registration period in order to provide administration and staff with comparative data about the student population, including

The New START workshop has been recognized as a SUNY best practice in retention and was a presentation topic at a regional National Academic Advising Association (NACADA) conference. The New START workshop has been regularly evaluated through a combined collection of qualitative and quantitative survey items administered to students following each workshop session.

information on new, transfer, continuing and returning students. Information from the report enables the College to adjust to a changing population and helps guide decision-making about current and future student services and programming. In analyzing data over time, populations and enrollment trends are revealed. Additionally, this information is used to inform and guide recruitment and

marketing efforts as well as program planning initiatives. For example, the review of data prompted bringing a task force together to respond to the changing student demographics and the needs they may bring to the institution.

Admissions – Requirements, Procedures, and Programs

The College has an open door admissions policy and is committed to attract and serve future students by providing comprehensive support and resources, including accessible and relevant information. Application for admission as well as comprehensive information outlining the [application](#) and enrollment process, is available [online](#) and [in-print](#). Equally, the [College Catalog](#), available online, provides prospective and new students access to information that will enable them to select a degree or certificate program and plan their educational future. The Catalog contains updated and important information for both prospective and current students about the College's academic programs, learning expectations, scholarship opportunities, and transfer options. To learn more about the College's academic programs, extra-curricular opportunities and available support services, prospective students are encouraged to attend an [admissions event](#) such as an open house, the Incoming Students Day, as well as participate in a group information session.

Support for Accepted Students – New START

The College’s [Admission’s Office](#) has a clear and comprehensive process of ensuring that accepted students are aware of the steps needed to enroll at the College. Accepted students are instructed to access [online](#) the information and links for placement testing, resources, and forms. Additionally, newly accepted students have available a range of services and programming to ensure that they are successful in achieving their higher educational goals. Most notable is the College’s [New Student Advising and Registration Tutorial – New START](#) workshop and orientation program, designed to give students the resources to be successful at the College. Since Fall 2009, all newly admitted students participate in an online or face-to-face New START workshop before they are eligible to enroll in classes. Presented by faculty and staff, the goals of the New START workshop are to deliver consistent and comprehensive information to help students become familiar with the services and resources available at the College, including:

- Explaining academic policies and procedures;
- Setting academic expectations;
- Outlining next steps in the registration process;
- Introducing students to online resources such as Banner and SUNY Orange email account;
- Preparing students to have effective advising conversations.

The [New START workshop](#) has been recognized as a SUNY best practice in retention and was a presentation topic at a regional National Academic Advising Association (NACADA) conference. The New START workshop has been regularly evaluated through a combined collection of qualitative and quantitative survey items administered to students following each workshop session. Students consistently provide positive feedback in areas pertaining to the goals of the program and usefulness of the information and materials presented. Additionally, the positive impact of the [New START](#) workshops has been confirmed through the results of the College’s Community College Survey of Student Engagement (CCSSE), presented in the [Fall 2012 College Profile Presentation](#), and documented in the [Institutional Effectiveness Plan](#). See table below for CCSSE survey item highlights:

Table 2: Community College Survey of Student Engagement (CCSSE) – Benchmarks and Survey Items

CCSSE Benchmark	CCSSE 2012	CCSSE 2009
Support for Learners	46.8%	45.1%
CCSSE Survey Items	CCSSE 2012	CCSSE 2009
<i>How often do you use the following services at this College? [0-Don't know / NA, 1-Rarely/never, 2-Sometimes, 3-Often]</i> Academic Advising/planning	1.91	1.73
CCSSE Special Topics Questions	Orange 2012	CCSSE Cohort 2012
Attended an orientation before classes began	59.9	40.2
Participated in a structured experience for new students in 1st term	29.5	21.8

Results from the CCSSE survey indicate the effectiveness of the New START in successfully impacting students’ initial engagement with and orientation to the College. With the success of the New START workshop two additional programs were developed for students returning to the College as well as for the large number of students declaring one of the health profession programs as their major.

Pre-Health Information Sessions

The [Admissions Office](#) and the Associate Vice President of Health Professions developed and implemented a Pre-Health information session as a supplemental part of the [New START](#) workshop. The goal of the sessions is to help students set realistic admissions and academic expectations and help them make decisions about their intended career path. Piloted at the Middletown campus, this program provides the opportunity

to deliver consistent and thorough information about the basics of pre-health programs and introduces a Retention Specialist as the point person for follow up information. Some twenty-five (25) supplemental information sessions were delivered during the Fall 2012 registration period, benefiting approximately 224 students. Feedback from students attending the Pre-Health information session indicate that they are aware of key information necessary for successfully navigating the College's pre-health and health profession programs.

ReSTART

In Fall 2011, the [ReSTART](#) workshop was developed to respond to enrollment activity data that revealed over 40% of students readmitted to the College were returning on academic probation. The goal of ReSTART is to increase student success and persistence through proactive advising practices. All students readmitted to the College on academic probation are required to participate in a ReSTART workshop before they can register. Student surveys are administered following the workshops to learn from students ways in which the workshops can be improved. Student feedback from the ReSTART workshops is positive as 98% of students indicate they believe they are more aware of resources available to them and 97% believe that after attending the workshop they are more aware of important due dates such as payment, withdrawals, etc. Finally, a total of 67% of students who attended the Fall 2012 ReSTART persisted to Spring 2013.

Student Services Central (SSC)

The College's [Student Services Central \(SSC\)](#) at the Newburgh campus is built upon the "One-Stop" model with cross-trained enrollment specialists. It provides current and prospective students with access to streamlined and centralized service and support in the areas of admissions, financial aid, assessment testing, academic advising, and payment referral services. Student Services monitors usage, student wait times, and staffing levels through reporting tools provided through Q-Flow (queuing management system). Student satisfaction surveys revealed issues with student wait times which were addressed through additional trainings for front-end staff, improvements to the electronic sign-in system utilized, as well as alerting students to when they can see an enrollment specialist.

The success of the [Student Services Central](#) pilot at Newburgh has led to the development and implementation of such a model at the Middletown Campus. Efforts to adopt a SSC in Middletown are outlined in the [Student Services Master Plan](#). To achieve this goal, grant funding was actively sought; and in 2012, the College's commitment to extending this service to all students at both campus locations was realized through a \$1.8 million Title III grant, "[Strengthening Institutions](#)."

Academic Achievement – Testing and Placement

Supporting Underprepared Students

Testing services help to accurately place students in courses and programs that will help them to achieve their academic goals. Unless waived, all accepted degree-seeking students are required to take [placement tests](#) in reading, writing, and mathematics to determine their proficiency in these areas and appropriate course placement. Students can register online and can take the placement tests at either the Middletown or Newburgh Campus. Students receive the results from the math and reading portions upon completion of the exam, and receive the results of the written evaluation via mail after it is scored by two English faculty. If students' [placement test](#) results indicate a need for additional growth in these three areas, students are contacted by the [Academic Advising Office](#), are advised on specific course selection and sequence and enrolled in course(s) for remediation (Appendix T Steps, Sequence, and Services for Students who Test, Place and Enroll).

As the number of under-prepared students has grown, so, too, has the College's commitment to providing students with the resources and support necessary to achieve their goals. With nearly 60% of first-time students (Fall 2013) placing in at least one developmental course, it is imperative that these students receive the support needed to prepare them for college-level courses. See Table on next page.

Table 3: Number of First-Time (New and Transfer) Students Testing into - Only 1, 2, Two or More Developmental Courses

Tested into # developmental courses:	Fall 2013 Freeze		Fall 2012 Freeze		Fall 2011 11-8-2011	
	#	%	#	%	#	%
Did NOT place into developmental coursework	394	20.7%	369	18.7%	377	18.9%
Only 1	492	25.8%	557	28.3%	588	28.1%
2 or more*	621	32.6%	609	30.9%	680	32.4%
At least 1	1,113	58.4%	1,166	59.2%	1,268	60.5%
Did NOT TAKE placement	398	20.9%	434	22.0%	451	21.5%

Academic Affairs and Student Services have developed and implemented several initiatives to provide support to its underprepared students, including the [College Summer Readiness Program](#) and *Student Taking Effective Pathways to Success* (STEPS), an initiative begun in Fall 2011 under [Student Support Initiatives \(SSI\)](#). These and other programs for underprepared students are discussed in more detail in Standard 9 and 13.

Financial Support

Orange County Community College understands the role financial support plays in student achievement and college completion and endeavors to provide students access to a variety of aid. In academic year 2011–2012, nearly three-quarters (71%) of all students received some form of financial assistance. A student’s financial aid package is comprised of federal programs (Pell Grants, Supplemental Educational Opportunity Grants, Federal Work-Study, Perkins Loans, and Direct Stafford Subsidized and Unsubsidized Loans) and state-funded programs (Tuition Assistants grants, Aid for Part Time Studies grants, and 17 miscellaneous State of New York grants and scholarships).

The College recognizes that the type and amount of a student’s award package impacts their enrollment decisions as well as their ability to achieve their educational goals. Therefore, student financial aid is also provided from an annually increasing institutional funding base, particularly from the [SUNY Orange Foundation](#). All told, students received \$20,010,494 in aid, of which loans accounted for approximately twenty-two percent (22%), and grants and scholarships provided another forty-three percent (43%).

The College’s Financial Aid Office is committed to providing timely and clear financial aid information and services to students. Financial aid information, including required documents and award packages, is provided to students online through Self-Service Banner where students may accept, decline, or request adjustments to loans. To assist new students in making enrollment decisions, preliminary financial aid letters are received as early as mid-March through the end of June.

To better serve students, the Financial Aid Office recently reviewed and revised its [webpages](#) to allow students to better understand and navigate the financial aid process. Additional [resources](#) were added including, checklists, information procedural requirements, and [demonstration videos](#). In Spring 2013, the Financial Aid Office implemented a database management system to enable the Office to track student volume and patterns, reasons for student visits, number and length of phone calls received in a given time period, as well as average wait and service times for office visits. The system allows the Director of Financial Aid to more effectively monitor and address repeated student visits.

Improvement Initiatives

The development of the [Student Services Master Plan](#) provided the Division an opportunity to comprehensively review its programs and services by focusing on evaluating the priorities of the Division and the student learning outcomes established for department.

- Recognizing the critical importance of student feedback to support continuous improvement while effectively managing College resources, a full-time Technical Assistant position was created to support enrollment management in Fall 2012. The Technical Assistant works with each Student Services Director, the Associate Vice Presidents and the Vice President for Student Services (VPSS) to develop, administer, and analyze survey instruments and to organize and facilitate assessment activities Division-wide. A culture of assessment has been established, and the use of data can be seen in a variety of services designed to support student success.
- Student feedback and divisional planning have resulted in a series of important revisions and enhancements. For example, the VPSS P:Drive folder contains a comprehensive [inventory of assessment instruments, results, and reports](#). This data is accessible to the College community and provides opportunities for data driven decision-making and information sharing.

Conclusion

Guided by the College's vision, mission, and goals, the Student Services Master Plan, student feedback, and a college-wide commitment to student success, the Student Services Division has worked to provide current and prospective students support during and through their academic careers. With continued focus on data collection and evaluation, the Student Services Division, like the College at large, has not only been able to recognize trends but has also been able to modify services and programs to more effectively meet the demands of a changing population. Central to that endeavor has been the Division's focus upon the implementation of innovative initiatives, continued technological progress in processing student information, as well as collaborative approaches that enable the Division to provide the best possible service and support to the students of Orange County Community College.

Recommendation:

- While the College is proud of its increased collaboration between Academic Affairs and Student Services and the number of initiatives focused on retention, the College must place a greater collective focus on retention and streamline initiatives College-wide to more collaboratively develop and enhance the retention efforts.

Chapter 11

STANDARD 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

The College engages students and is proactive in supporting the full spectrum of diverse student needs, abilities, and cultures. Pursuant to the College's [mission](#), the Student Services Division is dedicated to attracting, enrolling, and supporting a diverse student population. Students have access to an array of programs and services beyond the classroom and at all campus locations to assist, connect, and guide them to successfully achieve their educational, employment, and enrichment goals. Recent initiatives demonstrating the College's commitment to supporting students include:

- Awarding of the [Title III - Strengthening Institutions Programs \(SIP\)](#) grant for a project titled, "*Transforming the Student Experience to Increase Engagement, Persistence and Retention.*" The five year initiative intends to increase student retention, raise graduation rates, and strengthen student engagement and involvement in College programs and services. Initiatives focus on and look to improve enrollment, orientation, registration, and advisement.
- Review and reorganization of the [Wellness Center](#) resulted in aligning health and counseling services and centralizing the location of service delivery as recommended by a task force of staff, faculty, and students charged with analyzing national trends.
- Creating the position of Associate Vice President for Student Engagement and Completion in an effort to respond to state and national focus on the *College Completion Agenda* and the College's own retention and completion goals and activities.
- Increasing online access to student information in Self-Service Banner including assigned advisors, transcripts, class schedules, degree evaluations, as well as course registration.



Student Services Division

The Vice President for Student Services (VPSS) provides leadership to the qualified professionals in the [Student Services Division](#). The VPSS leads the Student Services Leadership Team (SSLT) which includes the directors of each of the Division's departments. The SSLT meets monthly to foster regular communication, address issues and concerns, coordinate assessment activities, and plan future initiatives.

The [Student Services Master Plan](#) was collaboratively developed by the Student Services Leadership Team after conducting careful research and evaluation of the Division's programs and services, incorporating the themes of the Academic Master Plan, gathering feedback college-wide, and reviewing the results of internal and college-wide surveys. The SSLT established goals and objectives for each department as well as a number of priority areas, including programming and service, efficiency and effectiveness, student success and access, professional development, technology, and collaboration and partnerships. Several student centered initiatives resulted from the development of the Master Plan and include:

- *AdvisorTrac* - software enables advisors to document and access notes made during their student advising sessions. The ability for advisors to track, access, and share advising session information as well as identify student needs results in more efficient service, support, and follow-up. The system also allows for better management of student flow and reduces student wait times. Advisors are able

to prioritize registered students based on the services being sought such as registering, withdrawing, or adding/dropping courses. By prioritizing services, students are directed to their appropriate advisor and can be assured a better advising experience.

- *Degree Works*, a web-based tool, provides students with essential transfer information and enables them to track their progress towards degree completion. The College adopted *Degree Works* as part of a State University of New York (SUNY) initiative on [Student Mobility](#). *Degree Works* has the statewide potential to increase degree completion rates and lower the time to graduate for students (Appendix U for *Degree Works* Information).

Academic Advising

Academic advising at the College is the shared responsibility of Student Services and Academic Affairs. The [Academic Advising Office](#) works in partnership with students to meet their educational, career, and enrichment goals. Academic advisors, both faculty and staff, collaborate to guide students toward the successful completion of their goals. As with other sectors of the College, the Academic Advising Office has been and remains committed to improving their programs and services. As such, the Academic Advising Office has outlined and implemented several promising initiatives dedicated to improving advising services, including:

- Awarding of the \$1.88 million “*Strengthening Institutions*” Title III grant, part of the Division and College’s larger goals and [measures of effectiveness](#), focuses on increasing student retention, raising graduation rates, and strengthening student engagement through improved advising and communication efforts;
- Providing students comprehensive online advising resources, including [Banner Self-Service instructions](#), academic [program sheets](#), as well as [course conversion](#) information.
- Implementing the [New Student Advising and Registration Tutorial](#), [New START](#), for all accepted students help students to become more knowledgeable about their degree requirements, advising and registration processes, and the College’s policies and procedures (Standard 8).

Services for Students

Academic Support Services

Committed to student success, the College offers a range of academic support services that improve course content mastery, develop effective study skills, and increase awareness and use of college services. [Academic support](#) is provided to students through a combination of individual and group learning assistance, tutoring, specialized workshops, outreach, and through on-campus labs, coordinated and staffed by full-and part-time faculty or staff.

Tutoring

Tutoring is available to all students to maximize their learning potential through skill development and content mastery while meeting course requirements. Scheduled tutoring is offered by appointment in the tutorial centers and on a drop-in basis in academic department labs. Students are instructed to complete an [Academic Support Application](#) to request academic support and assist scheduling. The primary role of tutoring is to support classroom learning. Scheduled tutoring occurred with the highest frequency for courses from the following academic departments as outlined in the Table below.

Table 4: Scheduled Tutoring – Sessions and Students for 2012-2013

Department	Sessions	Students
Mathematics	3,844	197
Biology	927	81
Chemistry	786	64
English	324	34
Physics	140	16

A number of recent initiatives and activities highlight the College's continued efforts to support student learning and academic success:

- Aligning academic support services on both campuses so that those responsible for providing support services now report to the Vice President of Academic Affairs, via the Senior Associate Vice President of Academic Affairs in Newburgh. (See [organizational chart](#)).
- Updating the [course syllabi](#) template to include information on academic support services for students.
- Expanding tutor mentoring to include an orientation of peer tutors by professional tutors.
- Partnering with Student Services in bringing together students, faculty, staff, and administration in a program designed to welcome and inform parents and families of new students, entitled *Family Matters*. Now four years old, the *Family Matters* program has witnessed a steady increase in attendance, this year serving 83 parents and students at the Middletown and Newburgh campuses.

Academic Support Services continues to support students within their academic programs and departments to achieve their educational goals by working with Department Chairs to develop customized tutoring and learning assistance services for students requesting academic support.

Support for Underprepared Students

The College offers robust developmental education programming for underprepared students by providing coordinated services in reading, mathematics and writing that help students improve their skills to achieve their academic goals (Standard 13). Several significant and [successful](#) initiatives designed for students testing into developmental courses are highlighted below:

College Readiness Programs

The College offers students who place into developmental courses accelerated two or four week immersion courses designed to review, refresh, and reinforce basic language and math skills through instruction and lab practice. These courses are offered in a condensed format and are designed to move students more quickly through their developmental education coursework prior to the start of the next semester.

- [Pre-Semester Interventions](#) are two week immersion experiences designed for students who place into Basic Writing Skills II (WRT 040) or at a specific level in Developmental Algebra (MAT 020) but wish to complete the requirement before beginning their first Fall semester at the College.
- Post-Semester Interventions are two week immersion review experiences designed for students who earned an H (Hold) grade, indicating that the student made progress but did not meet the student learning outcomes to award a passing grade. These Interventions provide students the opportunity to achieve the student learning outcomes in order to continue their studies.
- The [Summer Institute](#) is a four week immersion experience for students placing into Reading and Study Skills (RDG 070 or RDG 080) and Basic Writing Skills II (040) or Developmental Arithmetic (MAT 010). If successful, these students can enroll in English 101 or accelerate into the next level of reading or Math 020 in the Fall semester.

Learning Communities

[Learning Communities](#) were first offered in Fall 2008 through the English Department for students who placed in Reading & Study Skills 1 (RDG 070) and Basic Writing Skills II (WRT 040). The Learning Communities model places students in a cohort of peers enrolling them in the same remedial courses, including a three-credit College Skills and Career Planning course. Learning Communities provides students additional support through tutoring sessions embedded in the developmental course with a professional tutor. By fostering collaboration between faculty, communication between students, and the translation and transferability of skills between otherwise distinct courses, Learning Communities have succeeded in preparing students for college-level work.

Learning Communities and College Readiness Programs serve as a [successful model](#) of how paired courses and faculty collaborations can increase the acquisition and transferability of skills for students. For example, faculty in the English and Global Studies Departments have recently collaborated on offering paired, team-taught courses such as United States History to 1865 and Freshman English 1. These efforts have enabled faculty members to teach the transferability of skills between subjects and to provide students practice in writing and analytical thinking across disciplines.

The College recognizes that effectively responding to the needs of underprepared students is a collaborative process. Several activities demonstrate the collaborative approach the College is taking to address the academic skills of underprepared students:

- As described in earlier Standards, the [College Profile Presentation](#) is effective in informing the College about student demographics including student placements and enrollment in developmental education courses.
- The College recognizes that the ability to track students' academic progress is necessary for effectively understanding and addressing students' academic needs. Additional coding mechanisms in Banner were recently developed in order to be able to track and better understand the developmental student population and their academic progress towards enrolling in credit-bearing college-level courses.
- In 2012, the College received funding from SUNY through the [Innovative Instruction Technology Grant \(IITG\)](#) for improving student performance in placement testing and developmental education courses. The funding has enabled the College to build a series of webinars and events for instructors, including part-time, teaching developmental courses or courses developmental students are permitted to take.
- The College Readiness Programs represent a cost-effective solution for students in a manner that does not impact financial aid. The College's Foundation has generously donated funds to support those who enroll.

Additional Support and Services for Students

Accessibility Services

The [Office of Accessibility Services \(OAS\)](#) is committed to providing equal access and opportunities in accordance with the Americans with Disabilities Act to students with documented disabilities. Promising initiatives include the establishment of a part-time Transition Specialist, the addition of evening office hours, electronic access to resources, and workshops offered on time and stress management and study tips. Additionally OAS is working to enhance its collaboration with secondary schools and vocational programs in early identification and pre-admission planning for students with disabilities as well as the purchase and utilization of adaptive and assistive technology to enhance students' academic success.

Career and Internship Services

In order to empower students and alumni with the knowledge and skills necessary for career development and exploration, the [Career and Internship Services Office](#) provides workshops, sponsors webinars, and offers accessible career counseling to students. The Office communicates with students about career services and related opportunities through social media, the [Student Grapevine](#), flyers, and targeted presentations, including resume-writing and interview etiquette. Additionally, the Career and Internship Services Office organizes the annual Job Fair and participates in a range of College events including Open House, Incoming Students Day, Student Life Day, and collaborates with academic departments and community members to identify and secure internships, especially with programs in the Business Department.

And as with other sectors of the College, the [Career and Internship Services Office](#) works continually to identify areas for improvement and implement necessary changes. The Office has increased internship opportunities and student placements, updated program procedures and the Internship manual, as well as updated the program [employer database](#) resulting in a 58% increase in available internship opportunities from 2011-

2012 to 2012-2013. The Office of Career and Internship Services works closely with faculty and academic departments, including Computer Information Technology, Electrical Technology, Accounting, Business Management, Human Services, Office Technologies, and Criminal Justice provide experiential education opportunities as faculty oversee the course requirements and meet regularly with students following placement.

The Wellness Center

The [Wellness Center](#) promotes health education and wellness for the entire College as well as supports students in reaching their college and career goals. Working to enhance collaborations with students, faculty, staff, and the community, the Wellness Center offers a variety of free programming and services at both campuses that improve the health and well-being of the college community. Partnerships and events include Planned Parenthood, the Orange County Departments of Health and Mental Health, an annual Wellness Fair and Flu Clinic, as well as participation in national health education programs such as Kick Butts Day and the Red Watch Day Program. The College was awarded a federal three year grant to establish a program, "[Project Up](#)" to increase awareness of the risk factors for suicide and promote the use of available campus and county mental health services.



Veteran's Affairs

[Veteran's Affairs](#) has recently expanded its outreach and initiatives for veterans, reservists, and active-duty military personnel. Veteran's Affairs seeks to help veterans adapt and thrive at the College whether by helping veterans to understand their GI Benefits, designating an academic advisor with a counseling background to student soldiers, utilizing targeted orientation workshops, as well as by participating in the Veteran's Club. For two consecutive years, the College has earned the designation of *Military Friendly School*.

Lab School

The Morrison Lab School at Middletown and the Newburgh Campus Lab School provide childcare and learning experiences for children of students, faculty and staff, as well as from the general community including Universal Pre-K. Moreover, the [Lab Schools](#) offer observation and training experiences to the College's students from a variety of academic programs, including Education, Occupational Therapy, and Psychology.

Student Involvement

Orange County Community College students are engaged in clubs, organizations, athletics, cultural events, global and diversity initiatives, and service to the community. The [Student Activities Office](#) is committed to helping students develop as leaders, foster student learning, and enrich campus life by offering engaging activities, programming, and co-curricular experiences on both campuses. The College's [Board of Activities \(BOA\)](#) provides cultural, social, and recreational opportunities to provide students with a quality college experience beyond the classroom.

All full- and part-time students who register for classes and pay a mandatory student activity fee automatically become members of the Student Association. Members of the Association have the right to run for or elect representatives to the governing body of the Student Association, the [Student Senate](#). The Student Senate is responsible for appropriating activity fees, chartering clubs and organizations, and acting on behalf of the Association's best interest. With the launch of the Branch Campus, the College adopted a Senate model where each campus would elect its own Senate. This model will be reviewed by the College in collaboration with students in order to address the concern over maintaining connection between the two Senates.

By participating in clubs, organizations, and initiatives, students are able to foster relationships with faculty and staff. For example, the College's [I-Connect](#) initiative is a series of more than 40 programs on both the Middletown and Newburgh campuses designed to orient both new and returning students to the College and help them make a connection with faculty and staff. Through week-long workshops, presentations and social activities, *I-Connect* promotes student engagement, raises awareness, and introduces students to the College's resources and opportunities at both campuses.

Athletics and Recreation

With almost 100 student-athletes annually, Orange County Community College supports 7 varsity athletic teams and is a member of the National Junior College Athletic Association (NJCAA) Region 15 – Mid-Hudson Conference. The College takes pride in the quality of athletic offerings, adherence to NJCAA rules and ideals, and strives to be a model athletic program at both the conference and regional levels. Student athletes are accepted under the same academic standards and are awarded financial aid in the same manner as all Orange County Community College students. The [Athletics Department](#) complies with College policies regarding academic and fiscal responsibility.

The Athletic Department values its role in recruiting and retaining talented student-athletes. The Department collaborates with campus offices such as Admissions, Academic Advising, and Academic Support Services to enhance student athlete achievement.

One example of this collaboration is early group advising and pre-registration, which offers student-athletes an overview of the advising process and resources, program information, and instructions on how to look up and register for classes. Additionally, class monitoring forms are used to encourage student-athletes to meet regularly with their coaches and academic advisors. The College is currently working on adding specific coding to Banner in order to generate more efficient and effective data reports on student-athletes.



In addition to offering athletic programs that attract regional talent and attention, the Athletic Department offers intramural and recreational activities for the College's students and employees as well as the general public. [Intramurals](#) provide an opportunity for students and employees to participate in a variety of wellness, fitness, and sports activities. The [Public Recreation Program](#) students, employees, and members of the community opportunities to exercise, socialize, and compete in a positive and friendly atmosphere. Through the Public Recreation Program, community members can access facilities on weekends and evenings; and adults and children may use the College's swimming pool, racquetball courts, and weight room (adults only) for a small fee. Additionally, the College provides tournament space and facility use to outside groups such as AAU Basketball, Whoosh Volleyball, and Aqua Gems Swim Team throughout the year. This collaboration provides much needed space for those organizations and provides positive exposure for the College.

Student Related Policies

The College has established policies and procedures to ensure that students' academic grievances and alleged violations of conduct are addressed promptly, appropriately, and equitably. All policies and procedures related to students are widely disseminated and published in the [Student Handbook](#) and [Academic Policy Manual](#) (Standard 6).

FERPA - Safety and Security of Student Records

The [Records and Registration Office](#) supports the academic mission of the College by facilitating the transition of students from initial enrollment to degree completion. The Office is also responsible for ensuring adherence to academic policy, preserving academic integrity, safeguarding academic records, and providing access to reliable administrative services. All student records are maintained and made available in accordance with the Federal Family Educational Rights and Privacy Act (FERPA). Information regarding students' educational rights under FERPA as well as the College's adherence to FERPA is detailed [online](#), in the [College Catalog](#), in the [Student Handbook](#), and is supported by the College's [Student Records Policy](#). Additionally, the College's [Red Flag Identity Theft Prevention](#) policy and procedures protect students, employees, and others who have formal relationships with the College by working to prevent fraud associated with the misuse of identifying information.

Improvement Initiatives

The [Student Services Master Plan](#) was developed through a comprehensive and documented review of each Department's services and programs and has advanced the culture of data-driven decision-making. The Division is implementing a cycle of continued review to provide appropriate and effective student services and programs that focus on improving student satisfaction and support within programs and services. The Division is able to develop and implement initiatives to improve the student experience by analyzing internal and external assessment measures, including those from the Community College Survey of Student Engagement (CCSSE) and the Student Opinion Survey, reviewing assessment findings from focus groups and feedback forms, as well as collaborating with Academic Affairs on the themes contained within the Academic Master Plan. Student Services [annually document](#) their achievement of goals, describe significant assessment measures, methods, and findings, and establish goals for the upcoming academic year. Current planning and assessment documents are maintained by each Department on the Vice President for Student Service's (VPSS) P:Drive.

Conclusion

The College is committed to providing the appropriate support for all students to realize their academic potential and personal development. Despite challenges that range from academic under-preparedness, to socio-economic status, to physical or learning disabilities, an extensive range of programs and services have been designed to assist students in achieving their academic, career, and personal goals.

Suggestions:

- Collaboratively develop with Academic Affairs and Student Services more effective academic advising strategies that include connecting students to academic departments and advisors through transitional advising plans.
- Guided by the identification and utilization of appropriate data measures and enhanced ability to track student sequence and success, the College should expand student support activities that improve students' successful completion of their developmental course sequence.



Chapter 12 STANDARD 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Consistent with the its [mission and goals](#), the College is committed to supporting a learning environment that provides students the opportunity to learn with a dedicated and diverse faculty and staff who value excellence in teaching, service to students, creative collaboration, and continuous improvement. The College not only holds high standards for faculty performance and professionalism, but is also committed to creating an environment that fosters teaching excellence, best practices, and professional development among all employees, whether full- or part-time.

Prepared, Qualified, and Evaluated Faculty and Other Professionals

Orange County Community College hires faculty and professional staff who are appropriately prepared and qualified for the positions they hold. Faculty at the College must meet the job description qualifications, which requires a Master's degree but indicates a preference for a Doctoral degree. It is expected that prospective faculty hold an advanced degree in the field and can demonstrate teaching experience and excellence at the post-secondary level. Of the College's total teaching and non-teaching faculty, twenty (20%) percent hold a Doctorate and seventy-five (75%) hold a Master's Degree. Additionally, all candidates selected for on-campus interviews are expected to provide a sample lesson or lecture demonstrating their communication skills and teaching techniques to the search committee.



Hiring of Faculty

The hiring and appointment process for faculty is guided by the [Affirmative Action Manual](#), the [Faculty Association Agreement](#), as well as [College Policies](#). The [agreement](#) between the Orange County Legislature and Orange County Community College Faculty Association indicates the committee composition required during a search process for faculty hires. The hiring process for full-time faculty includes a position description form, pre-search activities, recruitment activities, screening and evaluation of semi-finalists, on-campus interviews, screening and selections of finalists, as well as selection and appointment. Human Resources created a [hiring procedures document](#) to better guide and support those overseeing the search committee process. President and Board approvals represent the final steps of the hiring procedures.

Evaluation of Faculty for Promotion, Retention, and Tenure (PRT)

Tenure and promotions are granted to faculty based upon the College's [Promotion and Tenure Policy](#) and the union-negotiated *Promotion, Retention, and Tenure* (PRT) process. While the [Faculty Association Contracts](#) govern the PRT process, detailed procedures for [faculty](#), [librarians](#), and [academic advisors and retention specialists](#) are maintained and distributed by the Office of the Vice President for Academic Affairs (VPAA). New faculty are informed of the process and procedures through departmental mentoring, their respective Associate Vice President, new faculty orientation sessions, and through membership in the Faculty Association. In addition, the [Faculty Association Contract](#) details the roles and responsibilities of the faculty, including teaching load, office-hour load, and other expectations relating to teaching at the College.

Several important committees work to help shape and secure the College's Promotion, Retention, and Tenure (PRT) process. The College relies upon a college-wide PRT committee as well as a departmental PRT committee to oversee the process and make recommendations regarding faculty tenure and promotion. The departmental PRT Committee is defined in the PRT procedures, while the college-wide PRT committee's role and membership is defined in the [Faculty Association](#) and [Staff and Chair Association Contracts](#). The College-wide PRT *Advisory* Committee brings together representatives from the Faculty Association, the Staff and Chair Association, and College administration to adjust and improve the PRT procedures. In 2010, the PRT *Advisory* Committee completed the standardization of the departmental process and documents for faculty who are evaluated for *retention and tenure*. Since then, the College-wide PRT *Advisory* Committee has focused on improving those procedures and working toward the standardization across departments of the *promotion* process as well as unique procedural issues needing resolution for faculty within the pipeline of retention and tenure. Since the contract is negotiated every three years, opportunities to review the PRT processes relating to faculty are regular and sustained.

Discipline, Dismissal, and Grievances

The [Faculty Association Contract](#) governs full- and part-time day faculty and provides procedures for the discipline, dismissal, and grievances of both tenured and non-tenured faculty. For evening adjuncts, which are not covered by the Faculty Association Contract, the College adopts the same procedures for discipline, with the only exception being the appointment of representation from the union. Discipline, termination, and grievance procedures follow clearly established steps that begin with an informal stage and move to a formal stage. These procedures require due process and a fair and equitable notice to faculty. For example, specific dates by which non-reappointment notices must be issued to a non-tenured faculty member are included.

Evaluating Educational Effectiveness

Orange County Community College has articulated equitable procedures and criteria for reviewing all individuals who have responsibility for the educational programs of the institution. These are designed to provide opportunities for instructional improvement and are focused on actively engaging students in the teaching and learning process. A variety of mechanisms reveal the teaching effectiveness of faculty, including adjuncts.

Faculty Evaluations

The evaluation processes for faculty are negotiated with the Faculty Association Contract and are fully described in the [Administration Process of Student Feedback Forms \(SFF\)](#) document. Faculty members are evaluated each semester by students through a mandatory college-wide [Student Feedback Form \(SFF\)](#) that solicits student feedback on both the course and the instructor. Each semester, full-time faculty select and administer the SFF to a minimum of two courses; and adjunct faculty members select a minimum of one course for evaluation. Completed evaluations are held in the Office of the Associate Vice Presidents, who distribute the completed forms to faculty after the submission of final course grades.

Faculty submit a [Course Evaluation Summary](#) to their Department Chairs after they have reviewed students' feedback. Though the evaluation results are not required to be shared with Chairs and are not required to be included for PRT purposes, a number of faculty include a sampling of these evaluations in their PRT portfolios. In efforts to continue to assess and improve its



course evaluation process, several workshops for faculty have focused discussions on improving the evaluative instrument and process.

[Revisiting the Student Feedback Forms](#) was presented following Assembly in 2011-2012 as well as discussed in Division meetings with faculty. Other measurements of teaching effectiveness can be found in the data resulting from the administration of the [Community College Survey of Student Engagement \(CCSSE\)](#), the [Student Opinion Survey \(SOS\)](#), and department administered graduate surveys.



Academic Affairs Professionals Evaluations

Academic Department Chair Performance

Reviews follow a [review schedule](#) and adhere to the guidelines in the agreement between the College and the [Staff and Chair Association](#). New Department Chairs are evaluated annually for three years beginning in the second year of their appointment. Thereafter Chairs are evaluated every two years. The Office of the Associate Vice Presidents sends a [memo](#) to Chairs outlining the evaluation process and requirements. The Chair review consists of feedback from Department faculty and the completion of a standardized [self-reflection](#) and [self-evaluation](#) form. The Associate Vice Presidents submit an evaluation of each Chair to the Vice President for Academic Affairs (VPAA) as part of the process to recommend reappointments.

New Faculty Orientation

The Office of Academic Affairs has traditionally organized [new faculty orientation](#) sessions; however beginning in 2013-2014, the responsibility transitioned to the Center for Teaching and Learning (CTL) as the CTL serves as a resource for new faculty and staff. Moving from a two-day orientation, information is now provided to new faculty at a time most appropriate for that information's implementation. The College continues to assess its new faculty orientation through surveys that collect feedback from participants. Additionally, a significant component of orienting new faculty to the College includes mentoring which is built into the promotion, retention, tenure process. PRT requirements for annual evaluations in the years leading up to tenure encourage regular mentoring and engagement.

Support for Adjunct Faculty

Orange County Community College values the role part-time faculty play in providing quality higher education to students and is therefore committed to supporting and mentoring its adjuncts. As outlined in the [Academic Master Plan](#), outreach and mentoring of adjunct faculty is Division-wide largely at the departmental level.

- Academic departments help to advance the College's efforts to mentor and support adjuncts. For example, in the Business Department, the Chair, Assistant Chair, or another full-time faculty member is assigned to mentor their adjunct faculty. The English Department provides mentoring to new as well as returning adjunct faculty through their Assistant Department Chair with adjunct workshops offered as needed. The Nursing Department has established an extensive mentoring program as well.
- Regular events are held to support information-sharing and the identification of adjunct needs. Adjunct meetings are held in the ITV Rooms in order to connect the Newburgh and Middletown campuses. The event also connects adjuncts with representatives from Student Services and Academic Affairs and provides information regarding access to services for students as well as updates on academic policy.
- Additional support has been managed through the [Center for Teaching and Learning \(CTL\)](#) where adjunct faculty are provided with a variety of resources, available both in-person and via webinars.

- Workshops for faculty are being recorded through the CTL and made available for adjuncts.
- Professional development opportunities for adjuncts were realized through the awarding of the College's [Innovative Instruction Technology Grant \(IITG\)](#).

The College's mission to provide high quality education is best served through the integration of adjuncts in the College. As evidenced, the College is committed to continuing to provide resources and implement initiatives that support all adjunct faculty at all campus locations.

Adjunct Promotion

The College is proud of the opportunities for promotion afforded to adjuncts at the College. While adjunct faculty members are not subject to the extensive PRT process established for full-time, tenure-track faculty, they follow certain guidelines and must meet the criteria for promotion. Promotion in rank for adjuncts requires classroom evaluation by the Department Chair or designee and the recommendation of Department Chair, AVP, and VPAA. Recommendations for promotion are forwarded to the President who has final authority to approve or deny promotion.



Diversity

The College is committed to increasing its diversity within the faculty body. As such, the College has adopted new policies and practices, initiatives, and strategic priorities to support this goal (Standard 6). The College's commitment to providing a diverse student body with an equally diverse faculty is articulated in the updated [Affirmative Action Manual](#). Efforts aimed to increase faculty diversity include targeted advertising on sites such as *HireDiversity.com* and *Hispanic-Jobs.com* for open positions (Appendix K Analysis of Race/Ethnicity of New Hires). Additional support of the College's commitment is reflected by the adoption of a [strategic priority](#) focusing on accessibility.

Academic Freedom

Orange County Community College is committed to and adheres to the principles of academic freedom. This is documented in the [Faculty Association Contract](#) as well as within the [Academic Policy Manual](#). Adherence to the principles of academic freedom are confirmed through the Fall 2012 Faculty and Staff Opinion Survey with 91% of responding full- and part-time faculty indicating they "strongly agree/agree" that they are "*given the responsibility and freedom to do their job.*" Additionally, no grievances relating to academic freedom have been reported.

Curriculum Development and Academic Policy

Academic curricula and policies at Orange County Community College are designed, maintained, and updated by individuals who are academically prepared and qualified and support the College's [vision, mission, and goals](#).

Program and Course Review – Process and Participants

Academic departments recommend and make changes to courses and programs as a result of academic program review, changes in specific program accreditation requirements, advisory board feedback, student surveys, SUNY mandates, as well as through other assessment activities and information. Proposed changes to curricula are distributed to all other academic departments for feedback prior to submission for approval from the College's [Curriculum Committee](#). After the Curriculum Committee approves the curricular changes,

the Vice President of Academic Affairs (VPAA) presents items needing additional approvals to the appropriate bodies, including the Board of Trustees, SUNY, and NYSED. The Office of the VPAA maintains a summary of all the [curricula changes and approvals](#). The curriculum revision and approval process is further described in Standard 11.

Program Advisory Boards

Many of the College's academic departments support a program advisory board; names and titles of board membership are listed in the [College Catalog](#) (page 255). The College supports the following advisory boards: *Accounting, Business Management and Marketing, Office Technologies, Electrical Technology Telecommunications, Architectural Technology, Criminal Justice, Dental Hygiene, Education, Honors Program, Medical Laboratory Technology, Nursing, Technical Assistant Nursing, Occupational Therapy Assistant, Physical Therapy Assistant, and Diagnostic Imaging*. These advisory boards provide feedback on curricula, support program review, and maintain the currency of academic programs.

Governance Standing Committees

Several of the College's Governance standing committees have charges that impact the development, review, and approval of curricula, including:

- The [Curriculum Committee](#) is comprised of representatives from all areas of the College, including three faculty from each Division, two professional staff from Student Services, one professional staff from the Library, and two student representatives. Ex-officio members include the Registrar and the Vice President for Academic Affairs (VPAA), or their designee. The Curriculum Committee maintains a [Policy and Procedures Manual](#) which guides and supports their work to review and approve changes to curricula.
- The [Developmental Education Committee](#) serves in an advisory capacity on developmental education programming at the College. The Developmental Education Committee works closely with the Development Oversight Team (DOT) to provide input on policies and procedures and make recommendations for improving services to students related to remediation.
- The [Planning and Budgeting for Institutional Effectiveness \(PBIE\) Committee](#) reviews requests for resources to support curricular needs. The PBIE Committee assists administration with resource allocation decisions, including those impacting academic programs through their prioritization process.
- The [Academic Policy Committee](#) reviews and revises academic policy in order to maintain the College's academic standards. A substantive review of all academic policies took place in 2012-2013. To ensure that policies remain current, the Committee has embedded an annual review cycle into its processes. Additionally, oversight and updating of the [Academic Policy Manual](#) has been transferred from the Registrar's Office to the Vice President for Academic Affairs (VPAA), who serves as ex-officio to the Academic Policy Committee.

Professional Development

Orange County Community College promotes excellence in teaching and student learning through many and varied professional development opportunities. The College's commitment to professional development is reflected in its [vision, mission, and values](#) that pledge to create opportunities for personal and professional growth. Additionally, the College's [goals, priorities](#), and [Academic Master Plan](#) make professional development a priority. Through Academic Affairs [annual report](#), each academic department and administrative unit reviews and reports on the professional development opportunities in which faculty and staff participated. This documentation captures the support for the advancement and development of faculty, including teaching, research, scholarship, and service. Opportunities, resources, and practices that demonstrate the College's commitment to professional development, include [new faculty orientation](#), faculty development funds, contractual funding for professional development, an internal Leadership Institute, coursework reimbursement, and webinars, workshops, as well as trainings through the [Center for Teaching and Learning](#).

The [Faculty and Staff Opinion Survey](#), administered in the Fall of 2012, measured, in part, faculty attitudes regarding professional development. This survey revealed that nearly 60% of full-time faculty respondents and 57% of part-time faculty either “*agreed or strongly agreed*” that they had “*adequate opportunities to increase their knowledge and develop their skills at the College;*” while 57% of full-time faculty and 54.5% of part-time faculty “*agreed or strongly agreed*” that “*the College supports and promotes professional development for faculty.*” The College recognizes the need to address and improve faculty perception of and satisfaction with professional development. An effort currently being visited by Governance and administration is to create greater awareness within the college community of the annual investment made in professional development by the College. The College is committed to continuing to enhance and improve support for professional development as well as more widely communicate and celebrate current structures.

The Center for Teaching and Learning (CTL)

Evidence of the commitment to professional development can be found in the College’s [Center for Teaching and Learning \(CTL\)](#) which gained full-time leadership in Fall 2012 and collaborates with all departments at the College to identify and support the professional development needs of faculty and staff. The CTL has worked to engage faculty in efforts directed at both full- and part-time faculty through opportunities such as faculty sharing sessions as well as technology-focused training events, which highlight the use of Smartboards, iPads, and Angel, the College’s learning management system, in teaching and learning. These events were based upon feedback gathered from faculty through the CTL. In recent years, the CTL has expanded its focus and with it, the opportunities for faculty development. Noteworthy developments and efforts in support of faculty development include:

- Hiring of a part-time multi-media specialist to assist faculty with the production of video content;
- Pursuing grant awards for faculty to enrich, advance, and improve student learning;
- Launching an [iPad program](#) for faculty and library staff and supporting over 30 faculty who are using iPads to enhance teaching and learning;
- Administering feedback forms after CTL sponsored workshops, events, and trainings for ongoing improvements to offerings and opportunities;
- Purchasing an online webinar series, [Magna Commons](#), to provide additional professional development opportunities to faculty, a service that is available 24/7 online.

The Center for Teaching and Learning has plans to administer another survey in Spring 2014 to both full-time and part-time faculty to ensure that the Center continues to meet the professional development needs of its faculty.

Faculty and Staff Development Committee (FSDC)

The [Faculty and Staff Development Committee \(FSDC\)](#) is a Governance standing committee charged with awarding monies for the reimbursement of coursework. Faculty and staff may apply for up to \$1,000 per year for course work. The FSDC budget indicates that coursework funds have been regularly distributed to faculty over the last five years (Appendix V Budget and Expenditures of FSDC). An initiative undertaken in collaboration with the CTL in 2012-2013 was bringing graduate-level coursework to the campus for faculty. Fifteen faculty earned three credit hours of graduate coursework with financial support from the Committee. While this model has been effective, the College is reviewing whether oversight responsibility for coursework reimbursement should be transferred to Human Resources.

Contractual Benefits Supporting Professional Development

Monetary increases are awarded to full-time and adjunct faculty members promoted to the ranks of Assistant Professor, Associate Professor, and Professor, which are based, in part, upon professional development as well as upon completion of graduate coursework. Additionally, stipends are awarded for the educational attainment of the Ph.D. to both full-time faculty and adjuncts. The College continues to honor opportunities for sabbatical leave which is available to members of the [Faculty](#) and [Staff and Chair Associations](#)

who have seven years of continuous service (faculty) and six years of continuous service (staff and chair) with the College. This opportunity has recently been expanded to Management Confidential positions.

The College provides professional development funds for engagement in professional development opportunities as detailed in both the [Faculty Association](#) and [Staff and Chair Association](#) contracts. For the Faculty Association contract, the fund has been equal to 1.8% of the total full-time base salary. The same amount is provided to Department Chairs, Assistant Department Chairs, Academic Coordinators, and the Director of Athletics as per the Staff and Chair Association contract; CSEA staff receive 1.9%. (See Appendix W 2012-2013 Professional Development Salary and Contractual Benefits).

Professional Development Funding Per Academic Division

Additionally, the College invests in professional development for each academic Division. Prior to the 2012-2013 academic year, each academic Division received \$10,000 to support professional development activities. During 2011-2012, however, the College was unable to continue that same level of financial support. Since then, a limited amount of funds has been restored in each of the academic Divisions to support local, regional, and national conference participation (Appendix Professional Development by Academic Division). Additionally, in 2013-2014, the College's Foundation contributed monies to support participation of faculty and students in conferences.

Annual Faculty Workshops

Academic Affairs hosts a number of faculty workshops following the College's August and January Assembly meetings. These workshops represent another professional development opportunity for faculty as well as an opportunity for faculty to dialogue with their colleagues on specific topics relating to best practices for teaching and learning. The workshop listings for [Spring 2013](#) and [Fall 2013](#) demonstrate the variety of topics available to faculty.

Grant Opportunities

The [Grants Office](#) is active and successful in identifying sources of funding that can be used to improve teaching and learning at the College. A number of grants have been obtained that resulted in creating professional development opportunities for faculty and staff as well as acquiring technology to improve the learning environment (Standard 3).

Excellence in Teaching – Recognition and Awards

Orange County Community College demonstrates its commitment to supporting scholarship, service, and research as a fundamental to its mission by recognizing outstanding performance in these areas. In 2011, the [Professional Recognition and Awards Committee](#) revised procedures, developed award selection rubrics, and adopted new awards to recognize excellence among professional and [CSEA](#) staff. The new procedures and rubrics align with SUNY standards for the [Chancellor's Awards for Excellence](#). The CTL maintains all information online for the [Teaching Awards](#), including call for nominations, selection criteria, process and timeline, guidelines for application, and award selection rubric.

The College recognizes faculty who have published in scholarly journals or completed research in their field of expertise through the [Academic Affairs Annual Reports](#). The end of the year reports highlight faculty who publish books and articles, attend and host



conferences, present research, and serve on professional boards. The College further supports exceptional performance through merit awards, employee appreciation awards, recognition during College Assembly meetings, and through various College publications, such as the [Grapevine](#), spotlights on the website, postings through social media, local and regional news outlets, and alumni's *E-Carillon*. Additionally, the Promotion, Retention, and Tenure (PRT) process is a formal mechanism designed to recognize faculty excellence.

Several examples illustrate the exceptional teaching and significant engagement by the College's faculty with the diverse student body. Many of these experiences have been digitally recorded in an effort to document and capture the students' learning experience created by our faculty:

- The Nursing Department embeds simulation experiences into the curriculum by using state of the art Manikins. Through [SimLabs](#), the Department provides students the scientific knowledge and resources needed to succeed in the current healthcare system.
- The Engineering program excites students and the College community with their annual bridge-build competition.
- The Movement Sciences Department supports a college-wide [SO Fit](#) program, in which students serve as personal trainers to college employees. The SUNY Orange Functional Individualized Training program provides students with work experience prior to graduation and supports the College's wellness efforts.

Conclusion

Orange County Community College's policies, procedures, and initiatives create equity in faculty hiring and promotion, ensure fairness in discipline, and promote the educational goals and mission of the College. Furthermore, in its effort to create an environment that fosters teaching excellence, best practices, and improvement among its faculty, the College continues to support professional development among all employees, whether full- or part-time.

Suggestions:

- The College should expand support for day and evening adjuncts through orientation and mentoring as well as consider a single standardized process for mentoring faculty, with particular attention on adjunct faculty.
- The College should internally define professional development and subsequently provide regular updates to the College community regarding the investment in all sources of professional development opportunities.
- The College will review, revise, and clarify the PRT procedures, with a priority upon standardizing the departmental promotion expectations and procedures.

Chapter 13

STANDARD 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Orange County Community College advances its mission and achieves its goals by providing students with educational opportunities and preparing them for transfer or for entry into the workforce. The College offers 13 associate degree programs, 20 associate of applied science degree programs, and 6 certificate programs. In addition to its degree and certificate programs, the College provides access and opportunity to the region's high school students and residents. The [Office of Educational Partnerships \(OEP\)](#) and [Continuing and Professional Education \(CAPE\)](#) provide clear examples of the College's efforts to extend educational opportunities to the community at large (Standard 13).

- By extending the College's mission beyond the Middletown and Newburgh campuses, the Office of Educational Partnerships (OEP) seeks to provide and enhance the educational opportunities for County residents through a variety of programming that challenges and encourages students of all abilities, including the [Community College in the High School Program \(CCHSP\)](#) and the grant funded [Center for Youth Development's Liberty Partnerships Program \(LPP\)](#). Aimed at high achieving high school juniors and seniors, CCHSP offers students the opportunity to take rigorous courses and earn college credits. Focused on at-risk students, LLP provides supportive interventions to reduce dropout rates, improve self-esteem, and help students finish high school prepared for post-secondary education or the workforce.
- [Continuing and Professional Education \(CAPE\)](#) provides a variety of continuing educational offerings to the region, including: programming that supports English as a Second Language (ESL), High School Equivalency Diploma, and contract training with area employers.

Educational Offerings - Congruent with Mission and Goals

Orange County Community College provides students with a rigorous academic experience with support to achieve their learning outcomes and educational goals. The College offers quality educational opportunities as indicated by the periodic review of student learning outcomes and curriculum effectiveness, through the growing number of articulation agreements, partnerships with community employers and public and private colleges and universities, student graduation and transfer data, as well as maintenance of individual programmatic accreditations. The College is proud of its graduates and the number of degrees conferred each year; see Table below.

Table 5 - Total Number of Degrees and Certificates Awarded by Level for each Academic Year
Institutional Effectiveness Measures – Completers

Academic Year	Associate Degree	Certificate	Total
2012-2013	776	8	784
2011-2012	761	9	770
2010-2011	777	7	784
2009-2010	718	13	731
2008-2009	685	10	695

Note: Data reflects the IPEDS Academic (Reporting) Year – [Summer, Fall, Spring terms]

Academic Programs and Courses - Student Learning Outcomes

Each academic degree program proposes a four semester course sequence to promote learning, academic progress, and degree achievement. For each degree, the course sequence is available [online](#) and in the [College Catalog](#). The Academic Advising Office provides accessible [program sheets](#) for students, assisting both part- and full-time students with scheduling, including navigating developmental placement and permitted courses, general education requirements, as well as health profession requirements.

Student learning outcomes for every academic program are also listed in the College Catalog making them easily accessible to prospective and current students. The College has adopted the use of a [syllabus template](#) to promote consistency in format and content and ensures that syllabi contain course-level student learning outcomes as well as other critical information for students. Department Chairs are responsible for ensuring that all faculty include the template components in their course syllabi. Faculty distribute syllabi to students on the first day of classes, and many make them available electronically through Angel. Copies of all syllabi are electronically maintained in the Office of the Academic Associate Vice Presidents.



Regular Review of Student Learning Outcomes

The College's educational offerings are regularly evaluated to ensure that the content and rigor aligns with the College's [mission](#). Student learning outcomes have been developed by each academic department for all courses and programs. The regular review of student learning outcomes (SLOs) occurs at the divisional and departmental level as well as through the Curriculum Committee (Standard 10). These SLOs are measured and reviewed by faculty, communicated during monthly departmental meetings, documented within meeting minutes, reported in the [Academic Affairs Annual Report](#), as well as included in program specific accreditation reports. Departmental efforts to review SLOs reflect a collaborative approach to assessment necessary to ensure that SLOs reflect current educational trends and theories, are measurable, are consistent with the [goals and mission](#) of the College, and are utilized for improvement initiatives.

- The English Department in 2010-2011 formed several sub-committees to re-examine the student learning outcomes (SLOs) for all courses within their Department; following this the department began a review of course descriptions and SLOs in the developmental reading courses.
- Beginning in 2013-2014, the Global Studies Department will systematically re-evaluate the student learning outcomes in each of its four concentrations, history, political science, economics, and foreign languages.
- In 2012-2013, the Mathematics Department comprehensively [reviewed its course SLOs](#). Each course was assigned to a faculty member who reviewed the SLO and recommended any necessary revisions. Courses were then second reviewed by faculty in order to affirm the recommendations or propose additional revisions.

While assessment guidelines for General Education (Standard 12) and academic program review (Standard 14) have been established by the State University of New York (SUNY), the College ensures that the assessment of student learning outcomes is regularly and rigorously completed. The assessment of student learning outcomes in General Education follows a [3-year schedule](#). Academic programs, including student learning outcomes, are assessed every [5 to 7 years](#) or as required by specialized accreditation agencies (Appendix Y Health Professions Outside Accreditation Summary).

Many of the College's academic programs are subject to third-party accreditation. In continued efforts to ensure the applicability of curriculum outside the classroom, these accredited programs regularly assess their student learning outcomes, conduct student satisfaction surveys, and gather feedback from employers and alumni. Additionally, graduates of accredited programs take certification and licensure exams which indicate the College's efforts at ensuring academic excellence. The Academic Affairs Annual Report reports the results of accreditation activities as well as documents pass rates.

Transfers and Articulation Agreements

Transfer Evaluation Process

Orange County Community College's criteria and process for [transfer credit evaluations](#) are fair, consistently applied, and publicly communicated. Students who transfer from other institutions follow the same application process and adhere to the same policies and procedures regarding transfer credits as a first-time student at the College. Transcript evaluations are under the purview of [Records and Registration Office](#). Records and Registration utilizes College Source's Transfer Evaluation System (TES), the most comprehensive database for college catalogs and course descriptions. Additionally, Records and Registration may also request a more detailed course description or course syllabi to assist in determining the transferability of courses. A list of courses transferred from various colleges and universities is maintained by Records and Registration. Opportunities to appeal transfer decisions are available at the local and State University of New York (SUNY) level.

Articulation Agreements

The College currently supports articulation agreements with 30 four-year institutions and maintains 11 annually updated agreements with Orange-Ulster BOCES Career and Technical Education Center (CTEC) Programs. The [Office of Educational Partnerships \(OEP\)](#), within the Office of Academic Affairs, oversees, updates, and [publishes](#) the growing number of articulation agreements.

Other Curricular Initiatives Supporting Mission and Goals

The College has developed a variety of rigorous curricular initiatives and programs aimed at providing students a challenging education necessary for their future success. The faculty, staff, and administration continue to collaborate on creating new courses and programs to meet changing demands and needs.

Honors Program

Orange County Community College's [Honors Program](#) provides students with enhanced opportunities for personal growth in the areas of interdisciplinary academic inquiry, cultural awareness, community responsibility, and transformational leadership. Managed by a full-time Coordinator, the Honors Program recently expanded to students in Newburgh and currently serves 98 students. For students to receive an Honor's designation on their transcript, they must complete a [capstone project](#). Students work with faculty mentors, submit a formal research paper or project with a written component, and offer a formal public presentation.

An Advisory Board with student representation facilitates the program review which includes benchmarking to the basic characteristics of the [National Collegiate Honors Council's \(NCHC\)](#) fully developed Honors Program as well as the assessment of student learning outcomes. An extensive review stemming from the Program's expansion to the Newburgh campus is planned for 2013-2014.



Developing New Course and Programs

The College responds to economic, academic, and demographic trends through the development of new and revised courses and programs largely facilitated by the [policies and procedures](#) established by the College's Curriculum Committee. Proposals for new and revised credit courses and programs are evaluated based upon three criteria, approval by an initiating Department or Division, circulation to other academic Department chairs for review and comment, and compliance with the College, SUNY, and NYSED guidelines. The proposal from the initiating Department is aligned with the College's mission, goals, and priorities as well as to the academic themes of the [Academic Master Plan](#).

Sustainable, Global, and Cultural Activities

The College has made a [strategic](#) commitment to integrating environmental sustainability, global awareness, and cultural diversity to support its goals and curricula through the following activities:

- Forming a Governance committee on [sustainability](#) to lead and support the College's efforts to create an implement a [Sustainability Plan](#), promote projects and initiatives to increase sustainability efforts college-wide, engage students, as well as form partnerships to further the goals of the Plan;
- Creating the Woodland-Themed Educational Garden for use in teaching and learning;
- Developing and approving new academic courses such as Introduction to Sustainability to expand sustainability topics into academic offerings;
- Promoting global awareness and cultural diversity with the introduction of [Global Initiatives](#) in 2007;
- Designing a new course in Elementary Chinese to respond to the interest generated by the Asia Global Initiative;
- Supporting [cultural affairs](#) programming at both campuses;
- Offering co-curricular experiences by [Student Activities](#) on both campuses to support sustainable and cultural campus initiatives (Standard 13).

Active Learning

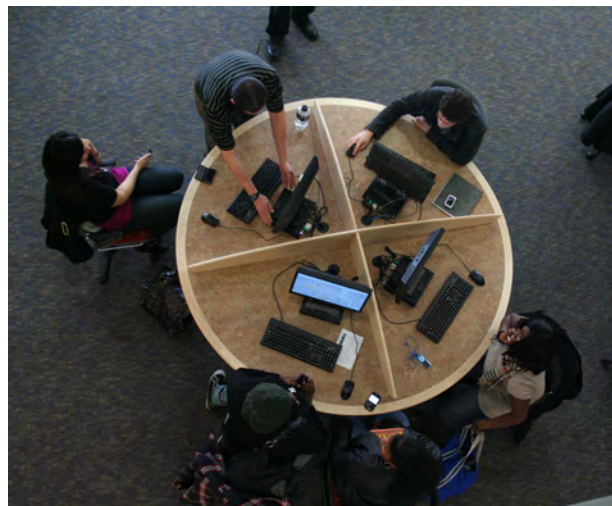
Recognizing that students are active learners, many departments provide students opportunities to practice skills and integrate instructional experiences beyond the classroom. The Business program, for example, supports internship experiences for A.A.S. students that culminate in the development of a portfolio. Business students also prepare and file income tax returns for low-income members of the community through the Volunteer Income Tax Assistance (VITA) Program. The Health Profession programs provide clinical opportunities where students must meet standards of care in clinical practice as part of their coursework. The quality of instruction, academic rigor, and educational effectiveness, regardless of location or delivery mode as well as co-curricular and extra-curricular experiences are further described in Standard 13.

*Partnerships*

The College, a founding member of the [Hudson Valley Educational Consortium \(HVEC\)](#), launched the Consortium in 2006 in collaboration with SUNY Sullivan, Rockland, and Ulster to create broader access to academic programs and workforce training throughout the region. Approved by the State University of New York (SUNY) and the New York State Education Department (NYSED), the Consortium offers degrees in cyber security, fire protection technology, emergency management, and green building maintenance and management, delivered primarily through video-conferencing. This partnership has expanded to include credit and non-credit courses as well as resource sharing.

Sufficient Technologies to Support Curriculum

In support of the College's educational mission, the College has significantly improved and enhanced technologies from hardware to software, to services provided by the Information Technology Services (ITS) Department, and to the recent efforts to inventory and implement an effective technology replacement plan. Classrooms on the Newburgh campus offer faculty and students access to projectors, SmartBoards, computers, and wireless internet. The development of the Center for Science and Engineering as well as long term renovations at the Middletown campus have included these upgrades and other state-of-the art technologies. Students have ready access to computers in labs, including the Library. The College's continued work to improve students' access to computers is recognized through the results of the Community College Survey of Student Engagement (CCSSE). Over 80% of students responding to the 2012 CCSSE indicated that *computer labs* on campus are "very/somewhat" important to the College, a 5% increase since 2009.



The College has and continues to regularly collect information regarding current and future technology needs, including through a recent Spring 2013 ITS Department Satisfaction Survey. Even though the rate of response was low, faculty and staff respondents rated as *excellent or good* the services offered by the ITS Department. The same survey, however, revealed that respondents felt the Department did not fully understand the technological needs that impact educational offerings. The College's continued efforts to develop a technology replacement plan will help to address this concern by enabling the timely and effective updating or replacement of technology. The ITS Department plans to re-administer the survey and encourage greater College participation.

College Libraries – Technology and Information Management Support

The College's two [Libraries](#) hold a comprehensive collection of print subscriptions and indexes and resources to support academic departments. Both Libraries provide collection development, reference services, circulation, course reserves, chat reference, and information literacy instruction. The Library on the Middletown campus shares a 32,531 square foot building with Academic Support Services (formerly Learning Assistance Services) and 5 additional College offices. The Newburgh campus's Library is 8,736 square feet and is housed on the first floor of Kaplan Hall. Professional librarians holding Master of Library Science degrees from American Library Association accredited academic institutions staff both campus libraries. The Middletown campus employs 4 full-time librarians and 1 part-time weekend librarian. The Newburgh campus employs 2 full-time and 1 part-time librarian. The Library Director has supervisory oversight over both locations and reports directly to the Vice President for Academic Affairs (VPAA).

Each campus Library contains an information commons space designed to provide students access to the academic resources and technology necessary to support their learning and research. Staffed by a team of professional librarians and trained support staff, the information commons integrates library services with educational technology and provides a location for delivery of instruction that supports teaching, learning, and research.

Library Resources, Support, and Instruction

The [Library webpage](#) is designed to be the starting point for student research and the place to obtain information on library services. Librarians have developed online [subject/research guides](#) for students providing them with lists of sources for the literature of specific disciplines, subject areas, and classes. Students also have access to reference services at each location during Library hours. Students can initiate a chat from a

PC or cell phone and receive assistance from librarians in real time through the “Ask a Librarian” online text service.

Librarians support and engage with faculty by attending academic Division meetings, through membership on College committees, as well as through a number of Library initiatives. The Library provides [library instruction \(LI\)](#), generally in the form of a 50-minute class to support faculty and assist students in gaining the skills to find relevant and timely information from library resources for use in research assignments. Additionally, librarians partner with faculty through the [Embedded Librarian Program](#), an integrated library instruction model where the librarian is a partner with the classroom instructor.

The Library and Information Management Initiatives

The College’s Libraries have proven an important resource for and partner in initiatives that work to improve student information management and technology literacy skills. In 2008-2009 and again in 2012-2013, the Library participated in the College’s General Education Assessment of the student learning outcomes in [Information Management](#). The Assessment Advisory Committee, Library Director, and Institutional Planning Assessment and Research Officer (IPAR) facilitated the college-wide assessment process, utilizing a collaboratively developed [rubric](#) to measure student learning outcomes (Standard 12). The Library has utilized the results of the Information Management assessment and feedback from internal Library satisfaction surveys to support the development of Library-led initiatives, including the [Embedded Librarian Program](#). Other examples of assessment-driven initiatives include:

- Submitting a Planning and Initiative Prioritization (PIP) request in 2010-2011 to add computers to the Library instruction classroom in an effort to include hands-on practice and skills reinforcement within the Library Instruction sessions; the initiative was approved and 25 Wyse terminals were installed;
- Developing an internal information literacy assessment plan to address the need for additional evaluation within the Library Instruction Program;
- Redesigning the [Library website](#) to further assist and support students having difficulty using databases. A color coding system was included and software purchased to create database subject/research guides to assist students with locating subject appropriate literature and research;
- Reviewing and revising Library Instruction sessions to allow for more opportunities for hands-on practice;
- Repurposing areas in the Library to be designated quiet study areas;
- Implementing a collection assessment plan for the Libraries in order to identify content gaps by evaluating the collection’s age, subject areas, and circulation statistics.

Conclusion

Orange County Community College’s educational offerings reflect well the mission and goals of the College and help prepare students for graduation, transfer, and the workforce. Students have access to a range of rigorous courses and an array of degree and certificate programs. Additionally, the College has established an important and visible role in the community with partnerships and non-credit course offerings that serve the needs of at-risk high school students, English as a Second Language learners, those seeking High School equivalency diplomas, and employers. While the College has a number of support and service mechanisms, the College recognizes it must focus efforts on developing programming, practices, and activities to better support under-served populations. As this and other Standards demonstrate, the College has a well-developed system of academic support and well-reviewed and evaluated programs that respond to current and future needs.

Suggestion:

- Academic Affairs and Student Services will establish a schedule and conduct periodic and sustained reviews of curricular, co-curricular, and extra-curricular experiences.

Chapter 14 STANDARD 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Orange County Community College's General Education degree requirements are a product of and consistent with the State University of New York (SUNY) [General Education Requirement \(GER\)](#), first implemented in 1998. Designed to facilitate student mobility and transfer within the SUNY System, SUNY GER established System-wide student learning outcomes that guide the development and assessment of [GER courses](#). It is understood that common student learning outcomes promote seamless transfer of SUNY General Education courses. Under this rubric, any graduate of an A.A. or A.S. program (except A.S. Engineering Science) seeking transfer to a SUNY institution must fulfill seven of ten General Education categories. Students must demonstrate knowledge and skills in *American History, Arts, Basic Communication, Foreign Language, Humanities, Mathematics, Natural Sciences, Other World Civilizations, Social Sciences and Western Civilization*. Additionally, students are expected to demonstrate proficiency in two competencies, *Critical Thinking and Information Management*.

SUNY Seamless Transfer

In 2012, the SUNY Board of Trustees adopted the [Seamless Transfer Requirements Resolution](#) that seeks

to ease student mobility, increase degree completion, and help to prepare students for the workforce.”

The College formed a Seamless Transfer Taskforce to facilitate the work of the SUNY Seamless Transfer Initiative and develop an [implementation plan](#). The Taskforce is responsible for identifying necessary changes in curriculum and credits, developing processes for adding courses to the General Education list, implementing curriculum mapping,

reaffirming student learning outcomes in Critical Thinking and Information Management, addressing the utilization of ‘areas of concentration,’ and adopting Degree Works as the College’s degree audit system (Appendix U Degree Works Information).



Students and General Education Expectations

The General Education requirements, course lists, and student learning outcomes are widely available to students. In addition to being found in the [College Catalog](#), the requirements guide Academic Advising processes and documents, including those online. General Education requirements and course listings are outlined in the [Program Advising Sheets](#). Advisors not only utilize these sheets, but also encourage students to become familiar with their degree requirements. Degree Works will further serve to inform students as to their progress in completing these requirements. Students also have access through Self-Service Banner to information regarding courses that fulfill the General Education requirements. Student learning outcomes for the 12 General Education knowledge, skill and competency areas are outlined [online](#).

Assessment of Student Learning Outcomes in General Education

SUNY Assessment Initiative

In response to the SUNY Board of Trustees General Education Requirement ([SUNY GER](#)), a SUNY Task Force on the Assessment of Student Learning Outcomes was formed in 1999 to establish the framework and provide direction for campus-based assessment of General Education. Additionally, a state level representative General Education Assessment Review (GEAR) Group was formed to develop procedures and guidelines for campuses, including assessment plans and a timeline for implementation. In response, the College's former General Education Committee collaborated with Department Chairs and faculty to develop and submit assessment plans for each of the 12 General Education knowledge, skill, and competency areas to the GEAR Group for review. Since 2001-2002, this process and these plans provided the College a foundation for the assessment of the student learning outcomes in General Education.

The *Strengthened Campus Based Assessment (SCBA)* initiative across SUNY campuses was developed and implemented as a result of the SUNY Board of Trustees resolution in 2004 which established more rigorous assessment requirements in Mathematics, Written Communication, and Critical Thinking. In response, the College revised the assessment plans in these areas and adopted the use of the rubrics. In 2010, the [SUNY Board of Trustees Resolution](#), recognizing the assessment progress since 2001-2002, streamlined the assessment process and reaffirmed the requirements for the assessment of general education in terms of SUNY GER student learning outcomes. The resolution removed General Education assessment statewide reporting requirements and the role of the GEAR Group. The College is proud to report that the rigor of the assessment of student learning outcomes in General Education has been maintained as every knowledge, skill, and competency area is assessed on a [three year cycle](#) with findings used to improve and enhance student learning.

Assessment at Orange County Community College

Though SUNY Board of Trustees repealed and replaced the *SCBA* initiative with a more streamlined process, the College continues to utilize and benefit from certain components of the assessment initiative. The College also continues to improve and refine its assessment plans and practices to ensure they are transparent, collaborative, and useful. With commitment to enhancing academic excellence, the College has continued the rigorous and regular assessment of student learning outcomes in General Education as well as academic program review as evidenced by:

- Continuing to utilize rubrics to assess the student learning outcomes in [Critical Thinking](#), [Mathematics](#), and [Written Communication](#);
- Assessing student learning outcomes in each of the 12 General Education knowledge, skill, and competency areas every [three years](#);
- Administering the Community College Survey of Student Engagement (CCSSE) and the Student Opinion Survey (SOS) to assess the level of student engagement;
- Utilizing assessment findings for planning and improvement initiatives (Standard 7).

Sharing and Utilizing Assessment Information

In efforts to share and utilize assessment results, the College has and continues to take steps to ensure that they are documented and disseminated. Prior to each assessment cycle, assessment plans and instruments are reviewed by the respective department with necessary revisions made. Department Chairs regularly add



to their [monthly meetings](#) updates on assessment activities in order to communicate and document efforts related to planning, implementing, and utilizing of assessment findings. As part of the assessment reporting responsibilities, Departments continue to respond to the components of the [General Education Summary Report Form](#) which includes describing what actions are to be taken to address specific assessment findings. Additionally, the [Academic Affairs Annual Report](#) documents departmental assessment activities including how assessment information has or will be used to enhance teaching and learning.

- The Global Studies Department is developing a rubric to effectively and appropriately assess the achievement of student learning outcomes in various General Education courses. This effort is aligned with the assessment of history and government.
- The Biology Department developed and implemented information literacy modules/assignments into seminal departmental courses including General Biology 1 and select sections of Nutrition and Biology for Today to further infuse the learning outcomes in the curriculum.
- The Mathematics Department completed the fourth cycle of General Education SLO assessment and consequently developed an [“Actions to be Taken”](#) document in order to analyze and address the assessment findings.

The Academic Affairs Leadership Team meetings and the [Center for Teaching and Learning \(CTL\)](#) have become important venues for broader discussion and dissemination of relevant assessment activities and data. Through the CTL’s “Faculty Sharing” and Best Practices” workshops, faculty are encouraged to share initiatives for improving student learning that have stemmed from their assessment efforts. Additionally, the IPAR Office regularly provides assessment focused presentations through the CTL. This Fall, two presentations included [Assessment of SLOs in Information Management: Methods, Results, and Next Steps](#) and [SUNY Student Opinion Survey Highlights of Spring 2013 Results](#).

While the College has many ways in which assessment activities and results are disseminated, it recognizes that a more formal schedule and system of information sharing could better support these efforts of documentation and utilization. In order to increase the accessibility and communication of assessment activities within Academic Affairs, an assessment folder was created on the Vice President for Academic Affairs’s (VPAA) P:Drive to serve as a repository for assessment related information including plans, reports, instruments, and other related resources.

A Collaborative Approach

Assessment of the student learning outcomes in General Education encompasses several areas of the College, including the [Institutional Planning, Assessment and Research Office \(IPAR\)](#), the [Assessment Advisory Committee](#), Governance’s standing committee on assessment, the Library, the Office of Academic Affairs Office, as well as Department Chairs and faculty. While academic departments are largely responsible for the planning and administration of the General Education SLO assessment, the IPAR Office and Assessment Advisory Committee collaborate to facilitate the assessment of the Critical Thinking and Information Management competency areas.

The assessment of Critical Thinking and Information Management is central to the College’s [goals](#) and [strategic priorities](#) and represents important measures within the [Institutional Effectiveness Plan](#). Critical Thinking and Information Management student learning outcomes are assessed using an across-the-curriculum approach as these competencies are infused within each of the General Education areas. A variety of collaborative initiatives has resulted from this assessment approach including utilizing curriculum mapping during the Seamless Transfer [initiative](#) to identify critical thinking, communication, and information management learning outcomes within courses and programs. Additionally, this assessment approach most effectively and efficiently results in initiatives to improve student performance.

The Library’s [Embedded Librarian Program](#), launched in 2010, is an example of how Information Management assessment findings have resulted in focused efforts to address specific student information management

needs. Librarians worked with faculty to develop programming and tools to foster requisite information management competencies. During its first year, the program placed Librarians in selected classrooms to serve as a resource to students and faculty and provide assignment-specific research and citation guidance. Librarians offered workshops and reviews on assessing sources and information, evaluated skills at the beginning and end of the term, and developed new techniques for fostering information-related skills. The Embedded Librarian Program has since been expanded and is expected to grow (Standards 11 and 13).

Conclusion

In keeping with the College's [mission](#) of offering the highest quality education to its students, the institution provides a purposeful and rigorous General Education program. Students are engaged in an environment that develops their knowledge and skills in critical thinking, information and technology literacy, and effective communication and enhanced their awareness of civic responsibility and cultural diversity. The College's General Education program follows a continuous cycle of improvement as the review of student learning outcomes and assessment activities are used to ensure students have the opportunity to acquire and demonstrate their knowledge and skills as well as to support them in meeting their General Education course requirements.

Suggestions:

- The College should increase the use of assessment results to enhance teaching effectiveness and to link student learning with expected student learning outcomes as well as increase the use of student learning assessment results at the program level.
- Academic Affairs, through the SUNY Seamless Transfer Initiative, will adopt and implement curriculum mapping as part of the assessment of student learning outcomes, including within General Education, in order to continue to improve the College's established culture of teaching and learning assessment and to better inform students of the purpose of the General Education Requirements.

Recommendation:

- While the College implements rigorous and regular student learning outcome assessment within its General Education curriculum, areas to improve include further development of students' critical thinking and information management skills.

Chapter 15

STANDARD 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Developmental Education at Orange County Community College

Basic Skills

As an open admissions College, Orange County Community College recognizes that student success is built upon a foundation of basic skills including reading, writing, and mathematics. The College is committed to addressing the basic needs of underprepared students through courses and support services that prepare them for credit-bearing college-level courses as well as entry into the workforce. The Mathematics and English Departments have developed mechanisms for assessing the skill-level of all incoming students and have developed coursework and support systems for addressing under-preparedness in the three skill areas. These efforts are essential as the number of underprepared students is expected to grow; see Table 3 in Standard 8 for the numbers of students placing into developmental courses over the past three years.

Placement Testing

As part of the admissions process, students are required to complete a three-part (mathematics, reading and writing) [placement examination](#). *Accuplacer* is used to measure student math and reading competencies while the written portion of the assessment is reviewed and scored by two English faculty members using a departmentally developed rubric. Cut scores on the placement examination are predetermined by the Mathematics and English Departments and used to determine students' readiness for college-level coursework and to determine into which, if any, developmental course students will place. The College offers a total of eight developmental courses for those students requiring remediation including three in reading, three in writing, and two in mathematics. All courses provide three semester hours of institutional credit but do not count towards degree completion. To better prepare students for the placement test, the College has developed [video modules](#) as part of an Innovative Instruction Technology Grant (IITG). Additionally, in continued efforts to improve the student testing experience, the College has analyzed the placement testing protocols and procedures.



Administration and Oversight

Developmental courses are the responsibility of the Department in which they reside and are overseen by the Department Chair and the appropriate Division Associate Vice President (AVP). The Developmental Oversight Team (DOT) is a team of administrators from Student Services and Academic Affairs who attend to the data and trends relating to developmental education and facilitate the implementation of initiatives that benefit underprepared students. The DOT works closely with Governance's [Developmental Education Committee](#) who serves in an advisory capacity and makes recommendations for improvement of services and suggestions to policy and procedures related to students in developmental education. A recent collaborative initiative is the review and revision of developmental placement coding in Banner as well as the examination of how to effectively utilize the data.

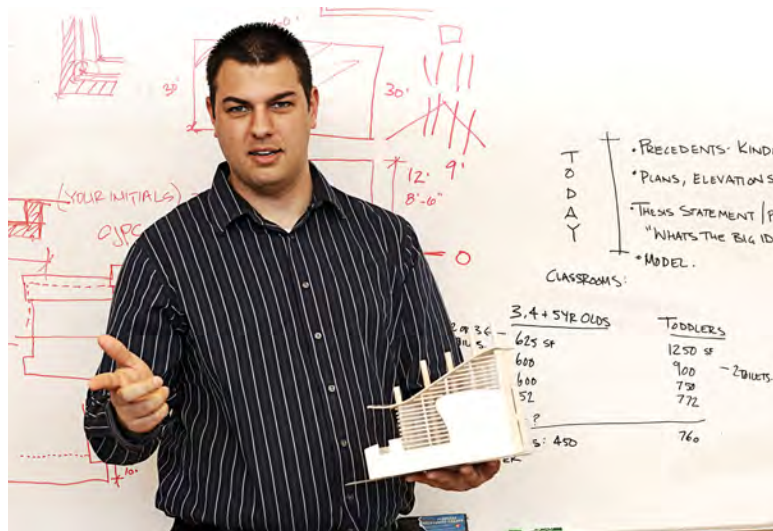
Recently, the College hired a Senior Associate Vice President within Academic Affairs with as one responsibility to oversee developmental education by working closely with the English and Mathematics Departments, the Developmental Education Committee, and the Developmental Oversight Team to identify new and enhance existing initiatives for improving student under-preparedness.

While not directly involved in the implementation of initiatives, the [Academic Policy Committee](#) serves an important role in evaluating [policies and procedures](#) relating to developmental education as recent updates have clarified and strengthened the processes and regulations surrounding remedial education. During 2013-2014, the Academic Policy Committee is scheduled to undertake a more thorough review of policies related to developmental education. Additionally, State University of New York (SUNY) initiatives have led to the development of a [Task Force on Remediation](#) that will make recommendations to the Chancellor and result in system-wide improvements to the way colleges meet the needs of under-prepared students. Recent SUNY [guidance on eligibility](#) for state aid for non-credit remedial courses is expected to also impact the College's developmental education programming.

Academic Support

The College is proactive in addressing the growing population of under-prepared students. Efforts to successfully develop students' skills will result in increased rates of retention as well as completion. The College works to more efficiently and effectively prepare and move students into their degree programs through a variety of interventions and support initiatives.

- The College's Readiness Programs, including Learning Communities, Summer Institute, and Pre- and Post-Semester Interventions are successful in moving students to their next level of course work (Standard 8).
- Several administrative and grant-related initiatives have improved developmental education programming by stretching funds in the IITG grant to provide paid professional development opportunities to adjuncts teaching developmental courses in addition to producing [video modules](#) focusing on placement exam preparation.
- [Academic Support Services](#) at the College provide all students with academic reinforcement through a combination of educational programming that includes group and individualized learning assistance, tutoring, and specialized workshops and outreach.
- The [Writing Center](#), [Reading Center](#), [Math Tutorial Lab](#), [BATCAVERN](#), and [Tutorial Center](#) all provide additional layers of support for all students especially those arriving at the institution under-prepared for college-level courses.



Certificate Programs

Orange County Community College presently offers credit certificates in six areas including *Accounting Procedures, Business Studies, Clerical Office Assistant, Early Childhood Development & Care, Law Enforcement/ Security, and Teaching Assistant*. Certificate program goals and student learning outcomes (SLOs) are consistent with the College's [mission](#) in providing the highest quality education while enhancing students' economic opportunities. Over the last five years, the College has awarded 47 certificates, with a majority in Education.

Experiential Learning and Alternative Forms of Credit

The College values experiential learning experiences that enhance curricula and the personal and academic growth of students. The College has [policies and procedures](#) that govern the methods by which prior learning is evaluated and the level and amount of credit that may be awarded. Prior learning is honored through examinations that can result in college credit for particular courses, including Excelsior College exams (formerly Regents College), certain Advanced Placement (AP), International Baccalaureate (IB), College Level Experience Program (CLEP) exams, and certain non-college-sponsored training programs, as evaluated by the American Council on Education. Credit is awarded based on the score earned for each examination.

The College awards credit based on military training in accordance with academic policy. While past practice granted as many as 45 credits to current service members and up to 30 credits for veterans for their military experience and armed forces instructional courses, the College will no longer make this distinction as changes in policy no longer support it. The Academic Policy Committee has recommended a cap of 30 transfer credits for all students. Military personnel may use their basic training to meet the 2-credit Physical Education requirement.

Non-Credit Offerings

Non-credit offerings are central to the College’s [vision, mission, and goals](#) and represent a critical component of the institution’s community outreach. Orange County Community College has offered non-credit courses to the general community since 1951 through what was then known as the Extension Division and is now known as [Continuing and Professional Education \(CAPE\)](#). With a presence on both campuses, CAPE is managed by a Director and supported by Coordinators of *Workforce Development Education, Business Training and Professional Development, ESL Program, Operations, NYS Drinking Driving, and the Credentialed Alcoholism and Substance Abuse Counselor Training (CASAC) Program*. Two additional coordinators are grant-funded and include the *Trade Adjustment Assistance Community College Career Training Coordinator and the Job Accelerator Coordinator*.

The CAPE Director [reports](#) to the Vice President for Academic Affairs (VPAA) and attends Academic Affairs Leadership Team (AALT) meetings to support collaboration between credit and non-credit departments. CAPE’s involvement and support for the developmental education summer initiatives and new non-credit programs that have surfaced through academic departments, including in Nursing and Radiologic Technologies, is the result of an enhanced focus on collaboration. CAPE’s course and registration totals are included in the table below.

Table 6 – Total Number of CAPE Courses and Registrations

Courses	Registrations	
	2011-2012	2012-2013
Vocational and Professional Training	1,921	1,770
Remedial Instruction	2,257	2,477
Other (Includes personal enrichment and community service)	1,774	1,770
Total Registrations	5,952	6,017

All [Continuing and Professional Education \(CAPE\)](#) units are regularly and continually evaluated. Student evaluations and instructor feedback provide the basis for assessment within CAPE’s non-credit courses, with each area accountable for making improvements based on this feedback. Participants complete an [evaluation](#) of the trainer and program at the conclusion of the contract training. Participant feedback is incorporated into the program’s subsequent offering. Within the GED program, student achievement is measured through pre- and post-test analyses. Additionally, students and instructors complete evaluations in CAPE’s tuition-

based non-credit classes. The evaluations are reviewed by the Coordinator responsible and may be used to facilitate changes to programming or consultations with instructors for improvements.

Most recently, Continuing and Professional Education (CAPE) underwent a year-long strategic planning process that focused on improving its services and offerings to ensure alignment with business and industry. A labor market analysis was conducted as part of the planning process to identify new regional training needs. Together, the [CAPE Strategic Plan](#) along with the College's [Institutional Effectiveness Plan \(IE Plan\)](#), will shape the future of continuing and professional education and inform future offerings and partnerships.

High School Equivalency Diploma and English as a Second Language

Opportunities for students who need to develop basic skills in English or are looking to earn their high school equivalency diploma are offered through the College's [Continuing and Professional Education \(CAPE\)](#). The College continues to meet the needs of this population and serve the needs of the County's learners as well as broaden and deepen its central educational role in the community. Additionally, the College has been able to increase the number of courses to improve basic skills by engaging community partners to increase the locations across the County where these courses are offered.

Branch Campuses, Additional Locations, and Other Instructional Sites

Orange County Community College offers courses and programs with the same rigor and standards at multiple locations, including the [Newburgh Branch Campus](#), instructional sites, and area high schools through the [Community College in the High School Program \(CCHSP\)](#).

Branch Campus: Newburgh

The College received branch campus status for its Newburgh location from the State University of New York (SUNY) and the New York State Department of Education (NYSED) in Fall of 2008. The Middle States Commission on Higher Education granted provisional status in November of 2010 and final approval was issued in June of 2011. The [Newburgh Campus](#), located at the eastern end of Orange County, offers students seven [degree programs](#) as well as over 200 credit course sections each semester in a range of disciplines. Academic offerings at the Newburgh Campus are managed by the academic Department Chairs and overseen by the Associate Vice President of each Division and ultimately by the Vice President for Academic Affairs. The newly hired Senior Associate Vice President is the academic liaison to the Newburgh Campus with day-to-day oversight responsibilities. Decisions about course and degree offerings at the branch campus consider the analysis of enrollment trends, contribution of academic departments, as well as input from the Academic Advising Office.



Newburgh is a full-service campus, with full-time faculty, professional staff, and support staff, a Student Senate, Board of Activities, and Student Clubs. In addition to the significant number of faculty and Student Services staff, other units of the College have relocated to the Newburgh Campus, including [Continuing and Professional Education \(CAPE\)](#) and [Liberty Partnerships Programs](#).

The learning resources available at the branch campus are comparable to those at the Middletown Campus. With respect to classroom technology, the Newburgh Campus classroom technology exceeds that currently available at the Middletown Campus. The Newburgh campus is a wireless environment, with every

classroom equipped with a whiteboard, ceiling-mounted projector, instructor podium with a PC or laptop, and a Smartboard. Additional evidence of the equity of the learning environment at the branch campus can be found within the Library, Academic Support Services, computer labs, and auxiliary services such as the bookstore, food services, and the Lab School (Standard 9).

An impact study of the Newburgh Campus is planned for Summer 2014 and will include the collection of regularly reviewed measures including, student enrollment, credit loads, program selections, demographic data, as well as course schedule analysis including classes that may be over or under enrolled, the budget, and organizational and staffing levels (Appendix Z Newburgh Enrollment Activity Report). For example, the initial administrative structure of the Newburgh Campus included a Vice President who reported directly to the President. In Spring 2013, the Vice President of the Newburgh Campus's retirement led to the restructuring of the position to a Senior Associate Vice President position that reports to the Vice President for Academic Affairs.

Courses and programs at the Newburgh Campus meet the standards for quality of instruction, academic rigor, and educational effectiveness comparable to those at the Middletown Campus. Courses, programs, and services at the branch campus and other locations are assessed in the same way and on the same schedule as courses and programs for the College as a whole. Faculty, staff, and students at the branch campus participate fully in college-wide evaluation, planning, and governance.

Community College in the High School Program (CCHSP)

Fifteen Orange County high schools and the Orange-Ulster BOCES New Vision Program participate in Orange County Community College in the High School Program ([CCHSP](#)). The program, coordinated by the [Office of Educational Partnerships](#), offers high-achieving juniors and seniors the opportunity to take rigorous courses and earn college credit. See table below for CCHSP enrollment:

Table 7 - Community College in the High School Program (CCHSP) Total Enrollment, Credit Hours, and Annual FTE Fall 2010 – Fall 2013

	Fall 2013 <i>15 - OCT -2013</i>	Fall 2012 <i>End of Term</i>	Fall 2011 <i>End of Term</i>	Fall 2010 <i>End of Term</i>
Total Headcount	1,167	1,205	1,153	998
Total Credit Hours	5,343	5,759.5	5,532	4,915
Annual FTE	178.1	191.98	184.4	163.8

Faculty and students in the [Community College in the High School Program \(CCHSP\)](#) maintain the same academic standards and rigor as their counterparts at the Middletown and Newburgh Campuses.

- CCHSP courses have identical student learning outcomes (SLOs) to those taught on campus with the same assessment procedures;
- CCHSP students and instructors administer the College's student feedback form and follow the same course evaluation process;
- The same [policies and procedures](#) apply regardless of instructional site or delivery format;
- CCHSP students can take advantage of College services and activities (Standard 8 and 9);
- CCHSP instructors met with Department Chairs at the annual CCHSP dinner meeting at the College

In 2012-2013, the [Office of Educational Partnerships](#) initiated a program of annual surveys to gain input and feedback about CCHSP from [high school principals](#), [guidance counselors](#), [teachers](#), as well as CCHSP [alumni](#). The Office of Educational Partnerships also [collaborates](#) with Orange County high school and local four-year college administrators and faculty during the [Faculty Exchange](#) meetings for English, Math, and Science.

These events are co-sponsored by Orange-Ulster BOCES with the goals of increasing student success at the high school and college level, helping students make a successful transition from high school to college, and decreasing the need for academic remediation.

Additional Instructional Sites

Orange County Community College offers three [instructional sites](#) in addition to the Middletown Campus and Newburgh Campus. Credit and non-credit courses are offered at Monroe-Woodbury High School, Port Jervis High School, and Warwick Valley High School during the Fall and Spring semesters. The variety of course offerings and locations enable individuals to take courses toward a degree, expand job skills, or take personal enrichment courses closer to home or work.

The Director of the [Office of Educational Partnerships \(OEP\)](#) oversees the scheduling of credit courses at the instructional sites, serves as the College's liaison with the local school districts hosting the sites, and supervises a part-time on-site coordinator at each location. Non-credit courses through CAPE are also scheduled at the three instructional sites.

Enrollment at the instructional sites has shifted in the past few years as there has been growth in non-credit enrollment and a decrease in the number of students enrolling in credit courses. In 2012-2013, at the Monroe-Woodbury site, 119 students were enrolled in 11 non-credit courses and 8 students were enrolled in the single credit course offering. The remaining sites offered only credit courses. Seventy (70) students were enrolled in 5 courses at the Port Jervis site; and 48 students were enrolled in 3 courses at the Warwick site. The College plans to evaluate services and operations at each of these locations in 2013-2014 as part of the College's institutional planning and resource allocation efforts and to determine future direction for these sites.

Online Learning

In 2012-2013, Orange County Community College delivered approximately 66 courses online, through interactive television or video-conferencing, and in a hybrid format. The College's online courses are part of [SUNY Learning Network \(SLN\)](#), a partnership with the State University of New York (SUNY) campuses to provide support to faculty and students in the areas of pedagogy, technology, as well as marketing services. The College has adopted the Angel Learning Management System (LMS) to support faculty who teach online, in a hybrid format, or use the LMS as a supplement for their face-to-face classes. Professional development opportunities for faculty are supported through the collaborative efforts of the Academic Technology Unit of the College's Information Management Services (ITS) Department and the Center for Teaching and Learning (CTL). [Angel trainings](#), trainings through SLN, as well as Magna Commons webinars support faculty teaching with technology.



Faculty rely upon an optional online orientation for students which is made available to students during the first week of class. Students also have access to the Help Desk for troubleshooting through both the College and SLN. The College authenticates students in online courses through secure log-in procedures. These procedures are detailed in the College's report submitted to the Middle States compliance team in December of 2013.

The same institutional policies, procedures, and standards for face-to-face offerings apply to the College's fully online courses, referred to as distance learning courses. Additionally, all distance learning courses meet the same criteria as those offered face-to-face including the same student learning outcomes and the assessment of their achievement. The College is especially proud that its full-time faculty support nearly all of the online course options for students. Faculty are expected to develop rigorous courses and promote and uphold a culture of integrity. Faculty are required to recognize and understand copyright issues as they pertain to the online environment; the Library Director provides direct assistance in understanding copyright issues and gaining copyright clearances.

Online Learning – Areas of Improvement and Future Directions:

Recognizing the expanding role of online education, the College has and will examine, evaluate, and improve distance learning and online education components and opportunities. Much of the focus on improving online education has resulted from the data and knowledge gained from the College's self-study process. Through the self-study, initiatives were identified that need to be undertaken to support faculty and students with regard to emerging course delivery options at the College. While



the [SUNY Learning Network](#) offers significant support to SUNY campuses, the College has not taken full advantage of many of its services and must consider what additional support may be needed and available through SLN. Information Technology Services (ITS) and Academic Affairs have started to address how best to support faculty and student technology needs.

- The [ITS Department](#) established an Academic Technology Unit to better support academic technology and promoted the Coordinator of Distance Learning to the Director of Academic Technology with the assignment of Help Desk personnel within this unit.
- The [Center for Teaching and Learning \(CTL\)](#) is increasing its support for faculty development and multi-media assistance. Consequently, demand has increased for multi-media, instructional design, and other technology support for faculty and staff.
- The College is in the early stages of developing video modules to provide trainings to faculty at their convenience, on or off-campus. This will be especially helpful in the College's continuing effort to enhance its support of adjunct faculty.
- Course designations that previously identified the degree of online immersion and activity, denoted by web-enhanced, web-required, and full distance learning, were removed. During 2013-2014, faculty and students processed a realignment of terminology that only describes fully online and hybrid courses. This change was processed through the Academic Affairs Leadership Team with input from the Academic Policy Committee. These changes offer to improve student recognition of course formats and encourage students to recognize the centrality of learning management systems to their learning regardless of delivery format.

Affiliated Providers and Partnerships

The College maintains contractual relationships with affiliated providers, other institutions, and organizations. The College ensures that it protects its integrity and has appropriate oversight for the activities that are carried out in its name or on its behalf. Responsibilities of the College and its partners are captured in contracts, memoranda of understanding, or other agreements. Depending on the relationship, any number of offices could be involved in the establishment, review, and execution of these agreements. Several partnerships are particularly noteworthy.

Hudson Valley Educational Consortium (HVEC)

The College is part of the [Hudson Valley Educational Consortium \(HVEC\)](#), a collaborative effort among Orange, Ulster, Rockland and Sullivan Community Colleges to create broader access to academic programs and workforce training throughout the four counties. Each college has two representatives on the Executive Committee which is responsible for reporting the activities of the HVEC to the Presidents. Guided by an [Affiliation Agreement](#), academic credit and non-credit programs remain the responsibility of the academic departments at the home institutions. The promotion and registration of students, however, is a collaborative effort among the Consortium institutions. Additionally, opportunities for resource sharing among the institutions is being discussed and analyzed to determine where cost-savings may be achieved.

College Association

The College Association, a not-for-profit corporation governed by a Board of Directors, oversees the College's auxiliary services at both the Middletown and Newburgh Campuses. A formal [agreement](#) defines this relationship (Standard 3).

Conclusion

Orange County Community College provides credit and non-credit students a range of educational offerings in a variety of delivery modes and locations. These offerings help students reach their educational goals and reflect the College's commitment to supporting the educational needs of students, employers, and the community.

Suggestions:

- To drive continuing education programming and decisions, the College should rely upon the recently developed Continuing and Professional Education (CAPE) Strategic Plan.
- Conduct assessment and analysis to determine viability and impact on resources (for branch campus, additional locations, and other instructional sites).
- Establish a vision and direction for all distance learning offerings with the adoption of the next Academic Master Plan.
- The College should utilize forthcoming recommendations from the President's task force on marketing and recruitment to improve efforts geared toward specific under-served populations.

Chapter 16

STANDARD 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Orange County Community College has created a culture of assessment that promotes communication, collaboration, and a commitment to improvement among faculty, staff, and administration. Assessment across the institution is data-driven, guides future planning and resource allocation decisions, promotes institutional renewal, and supports student learning. The College has effectively supported and met the guidelines outlined in each of the State University of New York (SUNY) assessment related resolutions passed by the SUNY Board of Trustees, including the assessment of student learning outcomes within academic programs. The College uses multiple, systematic, sustained, and comprehensive assessment processes to evaluate and improve student learning. The assessment of student learning outcomes (SLOs) and student engagement ensures that the College is achieving its mission and meeting its educational goals.

Levels of Assessment of Student Learning Outcomes

The central [mission](#) of the College is student learning with goals to provide the highest quality education possible as evidenced by the examples provided within this Self-Study. In order to ensure academic rigor and promote learning and student success, the College regularly and comprehensively measures student learning at the institutional, program, and course levels.

Institutional Planning and Assessment

The College continues to [institutionalize a cycle of assessment](#) and establish and emphasize its link to planning and resource allocation by using measures of effectiveness to assess key institutional and program learning outcomes. Starting in Spring 2013, the budget development process requires all administrative units and academic departments to demonstrate and [certify](#) linkages to the College's mission and goals. Additionally, with the development of the new Assessment Module (Appendix G) in the Planning and Initiative Prioritization (PIP) System, learning outcomes assessments will be able to be directly tied to planning efforts, resource allocation decisions, as well as to institutional effectiveness reporting (Standard 2 and 3).

In developing its [Institutional Effectiveness Plan](#), the College identified and recognized a variety of measures to assess student learning at the institutional level. The College identified Critical Thinking and Information Management learning outcomes as institutional measures important for determining progress towards fulfilling the institution's mission and goals. Faculty, staff, and administrators seek to engage learners in an environment that develops their knowledge and skills within and across disciplines in critical thinking, information and technology literacy, as well as effective communication. The IPAR Office, the Library, and the Assessment Advisory Committee collaborate to facilitate the [course inventory](#) process, develop rubric review workshops for participating faculty, and analyze and disseminate [assessment findings](#) through [follow-up meetings](#) and workshops with the Department Chairs, Academic Affairs Leadership Team, and the College Assembly.



Institutional student learning outcomes are also assessed through the administration and analysis of the [Community College Survey of Student Engagement \(CCSSE\)](#) and the [Student Opinion Survey \(SOS\)](#) the former administered every three years since 2009, and the latter every three years since 2003. Measures of effectiveness from the CCSSE are included within the College's Institutional Effectiveness Plan, including those survey items gauging students' knowledge, skills, and personal development with general education competencies.

Institutional-level measurements provide important indications of student learning successes and challenges that inform College decision-making and resource allocation to support teaching and learning. Examples of improvements resulting from assessment and evaluation include:

- Two initiatives submitted through the College's Planning and Initiative Prioritization (PIP) System have funded full-time staffing for the [Math Tutorial Lab](#) and [BATCAVERN](#), providing significant support and tutoring opportunities for students at both campus locations.
- In response to consistent CCSSE and SOS survey feedback, resources have been directed towards several advancements in technology and facilities including adoption of Wi-Fi access in all buildings, increased parking access for students, as well as increased access to computers in labs.
- The College has overseen the expansion of the [Reading Center](#) and has provided abatements and stipends for full-time faculty. The initiative promises to increase support services for students in need of improvements in basic reading skills.
- To assist the Nursing Department in the expansion of clinical lab hours and the adoption of high-tech simulation across its curriculum, the College invested in a Coordinator and Technical Assistant for its [simulation labs](#).
- The College's Diagnostic Imaging Department partnered with Continuing and Professional Education (CAPE) to support the design and implementation of a program that responded to regional industry needs for radiological technologists proficient in the use of nuclear medicine.
- Data derived from the CCSSE, SOS, and from efforts within Student Services was instrumental in the development of the [New START](#) program that aims to inform, support, and assist students in achieving their educational goals at the College.

Assessment Advisory Committee

The [Assessment Advisory Committee](#), a College Governance standing committee, represents all areas of the College and works to provide foundations for developing and improving assessment college-wide and to maintain and promote a climate of collaboration. The Committee is charged with collaborating and advising the [Institutional Planning, Assessment and Research Office \(IPAR\)](#) on a variety of assessment efforts, including facilitating General Education student learning outcome assessments in Critical Thinking and Information Management, coordinating professional development initiatives, as well as communicating and sharing assessment data. The IPAR Office and members of the Assessment Advisory Committee develop and review [assessment related resources](#), conduct benchmarking research on best practices in assessment, and prepare and present a variety of workshops.

Sponsored through the [Center for Teaching and Learning](#), presentations such as [Assessment of Student Learning at SUNY Orange](#), [Assessment of Student Learning and Institutional Effectiveness](#), and [Student Opinion Survey \(SOS\) Results Spring 2013](#) help faculty, staff, and administrators better understand, collect, and utilize assessment-related data. The Committee also works to stay current on assessment guidelines, methods, and best practices through membership in the [Assessment Network of New York \(ANNY\)](#) and through participation in state-wide initiatives and conferences. Considering the extensiveness of assessment college-wide, the Assessment Advisory Committee has experienced challenges in focusing its efforts and aligning itself with other assessment activities across the College. Moving forward, this Committee's activities will better align with other major efforts focused on assessment and institutional effectiveness at the College through the guidance of administration as well as Executive Committee

Academic Program and Course-Level Assessment

Every academic degree and program has developed student learning outcomes (SLOs) that detail the knowledge and skills students are to acquire. Student Learning Outcomes are published on every [course syllabus](#) and in the [College Catalog](#). At the course level, instructors utilize a variety of assessment methods including rubrics, tests, quizzes, projects, papers, essays, and embedded questions to measure skill and knowledge acquisition. Academic programs utilize a variety of direct and indirect methods to assess student learning. Commonly used direct methods include exams, capstone projects, performances, as well as portfolios.

Additionally, academic programs use a variety of indirect measures in assessing student learning such as alumni and employee surveys, [student feedback forms](#), as well as exit interviews with graduating students.

Table 8 – Methods Frequently Used by Academic Departments to Assess Student Learning Outcomes

Department	Embedded Testing	Portfolio	Student Feedback Form	Curriculum Mapping	Rubrics	Student Written Work	Capstone Project	Graduate Survey	Other Survey (Employer/Alumni)	National And/or Licensure Exam
Behavioral Sciences	x		X			x				
Business		x	X					x		
Criminal Justice	x		X			x				
Dental Hygiene	x	x	X		x	x			x	x
Education		x	X		x	x	x		x	
Global Studies	x		X		x	x	x			
Movement Science		x	X	x	x		x		x	
Physical Therapist Assistant			X		x		x	x	x	x
Science, Engineering, and Architecture	x	x	X				x			

Academic Program Review

The College’s degree and certificate programs follow a cycle of regular and continued review that is aligned with the recommended State University of New York’s (SUNY) guidelines for academic program reviews. Academic program reviews follow a [5-7 year cycle](#), and programs with external accreditation requirements are reviewed on their accrediting body’s schedule. The program review process is outlined in the College’s document, *Recommended Components of a Comprehensive Program Review* (Appendix AA). Programs are also encouraged to use the [University Faculty Senate’s Guide for the Evaluation of Undergraduate Academic Programs](#) for guidance in conducting their program review. Academic program reviews measure the extent to which students are achieving programmatic and course-level learning outcomes. Program reviews require that programs:

- Identify the major **student learning outcomes** for the program being reviewed.
- Describe the **measures** used to assess the learning outcomes.
- Describe the major **findings** as a result of the assessment.
- Identify **actions** to be taken to address the assessment findings.

Additionally, the academic program review process requires an [external review](#) of program including a campus visit by two outside reviewers followed by a written evaluation of the program. The College supports the external review process by awarding an honorarium to each external reviewer. The process and findings from academic program reviews are valuable to the faculty, the curriculum, and the students. The College has many examples demonstrating how assessment has positively led to activities and initiatives that impact academic quality and consistency. Below are several examples of student learning outcome assessment activities recently reported by academic programs highlighting exceptional methods, improvement initiatives, external review recommendations, and/or best practices on collaboration and communication of assessment efforts:

- To promote consistency of course content, the Arts and Communication Department has enhanced its mentoring of adjunct faculty.
- The Movement Science Department adopted modified assessment methods to demonstrate improved student learning outcomes.
- Following Criminal Justice's program review during 2011-2012, the Department outlined a five-year program development project to address the recommendations of the Department as well as from the external review. The Department is active in updating courses to replace those less current, including the two recent course additions, Corrections, Probation, and Parole and Constitutional Law to the Criminal Justice AS degree.
- End of the semester meetings are held by the Biology Department to review Anatomy and Physiology I and II offerings Biology in collaboration with the Health Professions. These review meetings provide an opportunity to exchange ideas and outcomes related to instructional strategy and course content to ensure that rigor is maintained and the curriculum current with the success of students being the primary goal.
- In addition to administering the end-of-course student feedback form, the Education Department faculty administer a mid-semester course evaluation to students to support any necessary adjustments to materials, instruction, and assignments.
- Using materials available through the Kaplan Nursing Company, the Nursing Department has implemented standardized testing across the curriculum. Additionally, in continuous efforts to improve the critical thinking skills of its students, the Nursing Department is developing a rubric to assist full- and part-time faculty in more consistent scoring of the Nursing Process Paper using the Information Management student learning outcomes assessment rubric as a guide.
- The Applied Technologies Department continually reviews and implements the findings and recommendations from program reviews including most recently the development of course binders to ensure consistency of syllabi, assignments, projects, tests, and lab learning outcomes in all course sections.

Annual Assessment Reporting

At the end of every academic year, departments document the significant assessment activities, findings, and initiatives to develop the [Academic Affairs Annual Report](#). This documentation process enables departments and administration to review assessment data and understand needed changes within the College's courses and programs. This information is valuable in that it can impact shifts in departmental and institutional priorities, particularly with regard to resources.

Measuring Assessment

Every three years, the [IPAR Office](#) administers an [Assessment and Institutional Effectiveness](#) survey to Department Chairs to gather information on the status of assessment planning documents, learn of methods for disseminating and utilizing assessment findings, and identify what support and guidance may be needed by departments and faculty. This survey, administered in 2008 and 2012, helps to shape the goals of the IPAR Office, the activities of the Assessment Advisory Committee, as well as assists the Center for Teaching and Learning (CTL) with programming.

- The [Departmental Activity Report](#), disseminated to departments each Fall and Spring, was created as a result of addressing the data needs identified by academic departments.
- A review of the IPAR survey data also led to the creation of a [Graduation](#) and [Transfer Activity Report](#) that, beginning Fall 2013, was distributed to departments for utilization in planning and review efforts.
- The survey data has helped the College develop programming that can facilitate the academic program review process. Responding to departments' request for additional workshops and presentations, the Center for Teaching and Learning (CTL) began offering workshops to better prepare departments for the review process and timeline.

- An assessment folder on the Vice President for Academic Affairs P:Drive was created to increase collaboration and communication of assessment related information including plans, reports, data, rubrics, external reviewer reports, as well as curriculum maps, etc. The College values and continues to foster cross-discipline collaboration and the sharing of best practices in order to improve student learning.

More than providing departments with a comprehensive model for program review, the College also supports departments at every stage of the review process. The Office of Academic Affairs, the IPAR Office, the Center for Teaching and Learning, and the Assessment Advisory Committee are committed and will continue to support and assist academic programs throughout each stage of the review process.

Conclusion

Over the past decade, Orange County Community College has worked to institutionalize the assessment of programming, services, and student learning. The College's culture of assessment has produced important data-driven decisions and initiatives that strengthen and improve the College's educational mission. The College is committed to ensuring that academic assessment especially of student learning becomes a fundamental basis for institutional decision-making.

Suggestion:

- Academic Affairs should establish a schedule for the regular review and updating of program and course student learning goals which includes the formal sharing of results within academic meetings.

Recommendation:

- The College will establish a process to more strongly tie the utilization of student learning outcome assessment findings to decision-making including those that involve the allocation of resources.

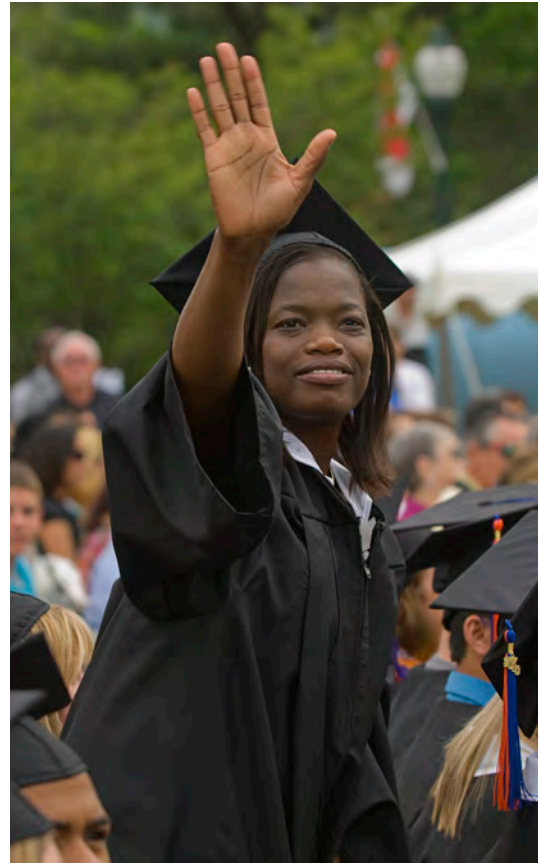
The faculty, staff, and administration at Orange County Community College endeavor to create an institution founded upon academic excellence and commit to enhancing the lives, learning, and opportunities for the citizens of Orange County. This Self-Study demonstrates the institution's commitment to excellence and opportunity as well as the mechanisms, initiatives, and improvements undertaken in the process of fulfilling that mission. The Self-Study reveals the ways in which the College's efforts are products of an increasingly integrated process of reflection, assessment, and improvement.

The College's suggestions and recommendations are summarized by Standard in chart form in Appendix BB.

Resources and Planning

Orange County Community College remains committed to realizing its mission and goals and providing excellent programs and services for its students despite the financial concerns and challenges facing the County and State. The College has responded to the current economic conditions and changes to state funding by:

- Seeking alternative funding sources, including grants;
- Completing a successful \$25 million Capital Campaign;
- Practicing thoughtful and data-driven resource allocation decisions including improved mechanisms for distributing limited resources;
- Developing life-cycle replacement plans for technology, furniture, and equipment;
- Implementing the Institutional Effectives (IE) Plan.



These efforts promise to ensure that resource allocation processes and decisions reflect the priorities of the institution, secure the College's financial standing for the short and long term, as well as advance the institution's mission and goals. The College recognizes that such strategic planning is an ongoing process, and therefore seeks constant improvement especially in its continuing efforts to better integrate internal and external stakeholders into the budget and allocation processes.

Administration, Governance, Faculty, and Staff

Orange County Community College has an effective system of administration, an inclusive system of shared governance, and highly qualified and committed faculty and staff that work together to advance the College's mission and goals.

As part of SUNY, Orange County Community College is governed by the State University of New York (SUNY) Board of Trustees. At a local level, an active and committed Board of Trustees, the College President, Cabinet, and well-qualified administrators lead the College. Additionally, the College possesses a well-defined system of collegial, shared Governance. Guided by a Constitution, By-Laws, and Procedures Manual, comprised of an Executive Committee, Standing Committees, and monthly college-wide Assembly meetings, the College Governance system provides all internal stakeholders an opportunity to participate in advancing the mission and goals of the College. The College recognizes the need to foster greater

communication and collaboration and is pursuing initiatives that will enhance participation and information sharing.

Orange County Community College has a dedicated and diverse faculty and staff that value excellence in teaching, service to students, creative collaboration, and continuous improvement. Faculty hiring procedures are well developed and appropriately communicated. The College has in place a clear and equitable system of retention and promotion for full- and part-time educators as well as a rigorous and fair procedure for grievance, discipline, and dismissal. The College is committed to regularly assessing teaching effectiveness and has developed and continues to refine college-wide procedures for tenure and promotion. The College holds high standards for faculty performance and professionalism and is committed to creating an environment that fosters teaching excellence and best practices. Though the College provides its faculty and staff with substantial professional development opportunities, the College will continue to develop the financial and institutional support for intellectual and professional growth and continue to work to improve understanding of and access to professional development opportunities in all of its forms.

Educational Offerings and Students Support

Focused on student learning and success, Orange County Community College has in place and continues to refine its diverse educational offerings through the regular assessment of student learning outcomes (SLOs) and programs, as well as expand student support services to ensure the success of all students. With nearly 40 degree and certificate programs, Orange County Community College affords students great opportunities to develop and enhance their skills for transfer or the workforce. The College also offers an extensive Library and range of co- and extra-curricular activities, from sports to clubs to events that provide students the opportunity to learn, improve, and participate beyond the classroom. Whether responding to the needs of a developmental population, supporting wellness, providing tutoring and testing services, or enhancing student information management and critical thinking skills, the College has developed and continues to refine systems and mechanisms that respond to changing student demographics and skill-sets in order to support student success.

Toward A Culture of Assessment

Orange County Community College sustains a culture of assessment that cuts across all academic and administrative areas and instills within all leaders and stakeholders the importance of regular evaluation and reflection. The College actively measures teaching and learning effectiveness and has in place policies and procedures for evaluating and improving the work of the Board of Trustees and its leaders. Additionally, in accordance with state mandates and programmatic requirements, all courses and programs, including General Education's knowledge and skill areas, are regularly reviewed to ensure that the content and rigor aligns with the College mission and goals and supports SUNY's focus on assessment. The College recognizes the need for continued improvements to assessment efforts including working to better integrate planning, resource allocation, and assessment. Here the Institutional Effectiveness (IE) Plan sets a significant foundation for refining College planning as well as ensuring the essential role of assessment in decision-making and resource allocation. These efforts, guided by the institution's mission, enable Orange County Community College to continue its work of providing new opportunities through high-quality education to the citizens of Orange County, New York.

List of Appendices

Appendix A	Acronyms in Middle States Self Study Report	100
Appendix B	Orange County Community College Board of Trustees	103
	– Resolution to Approve New College Goals	
Appendix C	Timeline for Mission Review and Strategic Planning – Project Outline	104
Appendix D	Budget Certification Form	105
Appendix E	Annual Report Templates	106
Appendix F	PIP Revision Task Force – Stakeholders	108
Appendix G	Planning & Initiative Prioritization (PIP) System	109
	– Planning and Assessment Modules	
Appendix H	Three (3) Year Enrollment Activity Report	114
Appendix I	Operating Revenue Sources [Institutional Effectiveness Plan AY 2012-2013]	118
Appendix J	Budget Preparation Process and Procedures	119
Appendix K	Analysis of Race/Ethnicity of New Hires (2009 – 2012)	122
Appendix L	Presentations to the Board of Trustees	123
Appendix M	Summary of Institutional and Divisional Surveys	124
Appendix N	Human Resources - Professional Development Training Opportunities*	126
Appendix O	Cabinet Retreat Agenda – Institutional Effectiveness Planning	127
Appendix P	Institutional Effectiveness Reporting	128
Appendix Q	Enrollment Activity – Revised Reporting	129
Appendix R	List of Data Reports	130
Appendix S	Assessment Across the Institution	133
Appendix T	Steps, Sequence and Services for Students who Test, Place, and Enroll at the College	135
Appendix U	Degree Works Information	136
Appendix V	Faculty Staff Development Committee (FSDC) – Budget and Expenditures	137
Appendix W	Professional Development 2012-2013 – Salary and Contractual Benefits	138
Appendix X	Professional Development – Categories and Expenditures 2012-2013	139
Appendix Y	Health Professions – Outside Accreditation Summary	140
Appendix Z	Newburgh Enrollment Activity Report	141
Appendix AA	Recommended Components of a Comprehensive Program Review	142
Appendix BB	Self-Study Suggestions and Recommendations	144

Appendix A – Acronyms in Middle States Self Study Report

Acronym	Meaning
AA	Associate in Arts
AAS	Associate in Applied Science
AS	Associate in Science
AALT	Academic Affairs Leadership Team
AAU	Amateur Athletic Association
AAUP	American Association of University Professors
ACCT	Association of Community College Trustees
ADA	Americans with Disabilities Act
ANNY	Assessment Network of New York
AP	Advanced Placement
AVP	Associate Vice President
BATCAVERN	Biology and Allied Technologies Center for Audio-Visual Education / Registered Nurse
BMST	Business, Math, Science, and Technology
BOA	Board of Activities
BOCES	Board of Cooperative Educational Services
BOT	Board of Trustees
CAPE	Continuing and Professional Education
CCHSP	Community College in the High School Program
CCSSE	Community College Survey of Student Engagement
CIDE	Committee for Institutional Diversity and Equity
CLEP	College Level Experience Program
CSE	Center for Science and Engineering
CSEA	Civil Service Employees Association
CTEC	Career and Technical Educational Center
CTL	Center for Teaching and Learning
DOT	Developmental Oversight Team
EOT	End of Term
ESL	English as a Second Language
FCCC	Faculty Council of Community Colleges
FERPA	Federal Family Educational Rights and Privacy Act
FSDC	Faculty and Staff Development Committee
FTE	Full Time Equivalency
GEAR	General Education Assessment Review Group
GED	General Education Development
GER	General Education Requirement (SUNY)
LEED	Leadership in Energy and Environmental Design
HP	Health Professions (Division)

Appendix [Appendix A]

HVEC	Hudson Valley Educational Consortium [<i>Orange, Sullivan, Rockland and Ulster Community Colleges</i>]
IB	International Baccalaureate
IE Plan	Institutional Effectiveness Plan
IITG	New York State Innovative Instruction Technology Grants
ITS	Information Technology Services
IPAR	Institutional Planning, Assessment & Research
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
ITV	Interactive Television Video
LA	Liberal Arts (Division)
LI	Library Instruction
LMS	Learning Management System (Angel)
LPP	Liberty Partnerships Program
MSCHE	Middle States Commission on Higher Education
NACADA	National Academic Advising Association
NCCBP	National Community College Benchmarking Project
NCHC	National Collegiate Honors Council
New START	New Student Advising and Registration Tutorial
NJCAA	National Junior College Athletic Association
NYSED	New York State Education Department
OAS	Office of Accessibility Services
ODS	Operational Data Store
OEP	Office of Education Partnerships
P:Drive	Public Drive – <i>internal College Network</i>
PARA	Planning, Assessment, and Resource Allocation – <i>Annual Activities</i>
PBIE	Planning and Budgeting for Institutional Effectiveness
PIP	Planning and Initiative Prioritization (System)
PRT	Promotion, Retention and Tenure
PTK	Phi Theta Kappa
RDG	Basic Reading Skills – <i>Developmental Education Courses</i>
SCBA	Strengthened Campus Based Assessment
SFF	Student Feedback Form
SIRIS	SUNY Institutional Research Information System
SIP	<i>Strengthening Institutions Program</i> (Title III grant)
SLN	SUNY Learning Network
SLO	Student Learning Outcomes
SOARS	SUNY Orange Achievements in Research and Scholarship Conference
SOS	Student Opinion Survey
SSC	Student Services Central
SSI	Student Support Initiatives
SSLT	Student Services Leadership Team
START-UP NY	SUNY Tax-free Areas to Revitalize and Transform Upstate NY legislation

STEPS	Student Taking Effective Pathways to Success
SUNY	State University of New York
SUNY Orange	Orange County Community College
TEAS-V	Test of Essential Academic Skills V
TES	Transfer Evaluation Services
VITA	Volunteer Income Tax Assistance
VPAA	Vice President for Academic Affairs
VPAF	Vice President for Administration and Finance
VPIA	Vice President for Institutional Advancement
VPIT	Vice President for Information Technology
VPSS	Vice President for Student Services
WRT	Basic Writing Skills – <i>Developmental Education Courses</i>

Appendix B – Orange County Community College Board of Trustees Resolution to Approve New College Goals

Orange County Community College Board of Trustees Resolution to Approve New College Goals

Whereas, SUNY Orange will be undergoing its scheduled decennial Middle States Commission on Higher Education Self-Study Review process in 2013-14, and

Whereas, SUNY Orange is expected by Middle States to regularly review its goals to assure that they support the College mission and reflect its strategic vision, and

Whereas, the College has completed a thorough review of its goals by gathering input from the entire campus community, and

Whereas, the College has formulated the following goals as a result of that review process:

1. To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.
2. To engage learners in an environment that develops their knowledge and skills in critical thinking, information and technology literacy, effective communication and enhances their awareness of civic responsibility and cultural diversity.
3. To establish public and private partnerships and provide programs and services that support and serve our county's educational, economic, civic and cultural needs.
4. To promote student growth and development by providing comprehensive and innovative academic and support services.
5. To offer opportunities to learn with a dedicated and diverse faculty and staff who value excellence in teaching, service to students, creative collaboration and continuous improvement.
6. To build and maintain safe, accessible and sustainable facilities that support the learning environment.
7. To identify, secure, and allocate resources that advance the strategic priorities of the College, now

Therefore be it resolved, that the Board of Trustees hereby approves the updated College goals.

Jan. 11, 2012
Date

Joan H. Wolfe
Joan H. Wolfe, Chairman
Board of Trustees

Resolution No. 8 - AY 2011-2012

Appendix C – Timeline for Mission Review and Strategic Planning – Project Outline

ACTIVITY	DATES	COMMENTS STATUS
Request extension of current plan through 2014-15	November 12, 2013 Board Meeting	Approved by Board of Trustees
Determine Format for New Strategic Plan	Present to Cabinet December 11, 2013 (Newburgh)	
Form Steering Committee	Present to Cabinet December 11, 2013	
Mission/Vision/Values Review	Spring 2014 Finalize at Board Retreat June 2014	
Goal Review incorporating IEP metrics	Fall 2014	
Stakeholder analysis, data analysis, SWOT	Fall 2014	
Incorporate Middle States report	Fall 2014	
Finalize new Strategic Plan	Present to Board of Trustees, January 2015	
Utilize new Strategic Plan to inform development of 2015 - 2020 Academic Master Plan	Spring 2015	
Academic Master Plan adopted and implemented	Fall 2015	
Academic Master Plan informs new:		
<i>Facilities Master Plan update</i>	AY 2015/16	
<i>IT Master Plan update</i>	AY 2015/16	
<i>Resource Development Plan update</i>	AY 2015/16	
<i>Student Services Plan update</i>	AY 2015/16	
<i>Enrollment/Recruitment/Retention Plan update</i>	AY 2015/16	
Metric Review- focus on benchmarks	AY 2016/17	
NOTE: Each year, VP annual reports serve as the repository/official reporting on incremental progress toward strategic goals and priorities		

Appendix D - Budget Certification Form

Mission

We are a community of learners dedicated to reaching out to all citizens of Orange County to enrich their lives through the highest-quality education possible. Intellectual rigor, personal commitment and enhanced citizenship distinguish a SUNY Orange education which will enhance students' economic opportunities, deepen their appreciation of culture and of their place in history while broadening their sense of responsibility in a democratic society.

College Goals

To fulfill its mission, the College has established the following goals:

1. To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.
2. To engage learners in an environment that develops their knowledge and skills in critical thinking, information and technology literacy, effective communication and enhances their awareness of civic responsibility and cultural diversity.
3. To establish public and private partnerships and provide programs and services that support and serve our county's educational, economic, civic and cultural needs.
4. To promote student growth and development by providing comprehensive and innovative academic and support services.
5. To offer opportunities to learn with a dedicated and diverse faculty and staff who value excellence in teaching, service to students, creative collaboration and continuous improvement.
6. To build and maintain safe, accessible and sustainable facilities that support the learning environment.
7. To identify, secure and allocate resources that advance the strategic priorities of the College.

The signatures below certify that this budget request has been reviewed and all expenditures made from the AY 13-14 budget will be used to support the Mission and Goals of SUNY Orange.

_____ Dept Chair/Director _____ Date

_____ AVP/VP _____ Date

Appendix E – Annual Report Templates

DEPARTMENTAL Annual Report TEMPLATE for AY 2012-2013

The Annual Report is an opportunity to document the year's activities as they relate to achievement of goals and strategic priorities. Annual Reports by Departments are to be completed by June 1st. Please follow the outline below in preparing your Annual Report.

I. Looking Back – Provide a summary of the past year, including highlights from your area's departments/units:

A) Academic Year (AY) Goals 2012-2013: Significant Activities, Initiatives and Achievements

- List your goals and describe the progress made in achieving them

B) Measures: Data & Assessment

- Describe what measures and benchmarks were used to determine the extent to which your goals have been achieved (*include applicable institutional effectiveness measures*)
- Describe how findings impact future initiatives for continuous improvement as well as resource allocation

II. College Goals, Strategic Priorities, & Institutional Effectiveness

Please describe initiatives and actions from your area that support the achievement of the College Goals and Strategic Priorities. *Note: Strategic Priority I which is to refine and strengthen the College's Academic Master Plan; to be supported by a Master Plan in Facilities, Technology, Resource Development and Student Services aligns with each of the College's 7 Goals and is therefore not listed independently in the Goals below.*

College Goal #1 – Academic Courses, Programs & Services

To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals. *NOTE: Goal #1 is tied directly to Strategic Priority V which is to expand and enhance programs, services and operations to ensure the College is accessible to all members of an increasingly diverse community*

College Goal #2 – General Education, Civic Responsibility, and Cultural Diversity

To engage learners in an environment that develops their knowledge and skills in critical thinking, information and technology literacy, effective communication and enhances their awareness of civic responsibility and cultural diversity.

College Goal #3 – Partnerships

To establish public and private partnerships and provide programs and services that support and serve our county's educational, economic, civic and cultural needs.

College Goal #4 – Innovation

To promote student growth and development by providing comprehensive and innovative academic and support services.

College Goal #5 – Professional Development

To offer opportunities to learn with a dedicated and diverse faculty and staff who value excellence in teaching, service to students, creative collaboration and continuous improvement.

College Goal #6 – Learning Environment

To build and maintain safe, accessible and sustainable facilities that support the learning environment. *NOTE: Goal #6 is tied directly to Strategic Priority IV which is to develop and implement a College-wide Sustainability Plan.*

College Goal #7 – Resources

To identify, secure and allocate resources that advance the Strategic Priorities of the College. *NOTE: Goal #7 is tied directly to Strategic Priority III which is to provide adequate resources to allow the College to realize its strategic goals and Strategic Priority II to increase effectiveness of planning and resource allocation to allow for data- and research-driven decision-making regarding College operations and programming.*

III. OTHER (If applicable, note any other goal achievement in this category i.e. Themes from Academic Master Plan)

IV. Planning: Looking Ahead - List and describe your goals for Academic Year 2013-2014.

- Based on the review of your area department annual report and institutional, describe your goals for Academic Year 2013-2014 (Any revisions to goals should also be reflected in the PIP Planning Module).

VICE PRESIDENT Annual Report TEMPLATE for AY 2012-2013

The Annual Report is an opportunity to document the year's activities as they relate to achievement of goals and strategic priorities. Annual Reports by VPs are to be completed by July 1st. [The Cabinet Retreat will be held July 11th.] Please follow the outline below in preparing your Annual Report.

I. Looking Back – Provide a summary of the past year, including highlights from your area's departments/units:

A) Academic Year (AY) Goals 2012-2013: *Significant Activities, Initiatives and Achievements*

- List your goals and describe the progress made in achieving them

B) Measures: *Data & Assessment*

- Describe what measures and benchmarks were used to determine the extent to which your goals have been achieved (*include applicable institutional effectiveness measures*)
- Describe how findings impact future initiatives for continuous improvement as well as resource allocation

II. College Goals, Strategic Priorities, & Institutional Effectiveness

Please describe initiatives and actions from your area that support the achievement of the College Goals and Strategic Priorities. *Note: **Strategic Priority I** which is to refine and strengthen the College's Academic Master Plan; to be supported by a Master Plan in Facilities, Technology, Resource Development and Student Services aligns with **each** of the College's 7 Goals and is therefore not listed independently in the Goals below.*

College Goal #1 – Academic Courses, Programs & Services

To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals. *NOTE: Goal #1 is tied directly to **Strategic Priority V** which is to expand and enhance programs, services and operations to ensure the College is accessible to all members of an increasingly diverse community*

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To engage learners in an environment that develops their knowledge and skills in critical thinking, information and technology literacy, effective communication and enhances their awareness of civic responsibility and cultural diversity.

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To identify, secure and allocate resources that advance the Strategic Priorities of the College. *NOTE: Goal #7 is tied directly to **Strategic Priority III** which is to provide adequate resources to allow the College to realize its strategic goals and **Strategic Priority II** to increase effectiveness of planning and resource allocation to allow for data- and research-driven decision-making regarding College operations and programming.*

III. OTHER (If applicable, note any other goal achievement in this category i.e. Themes from Academic Master Plan)

IV. Planning: *Looking Ahead* - List and describe your goals for Academic Year 2013-2014.

- Based on the review of your area's department/unit head's annual reports and institutional data (ex. Institutional Effectiveness Measures, Faculty and Staff Opinion Survey results, CCSSÉ and SOS results, etc.) what do you identify as the priorities for your area and how do they relate to other areas or units of the College?

Appendix F - PIP Revision Task Force – Stakeholders

Project Manager - Artur Charukhchyan, PMP, IT Support Specialist II will serve as a project manager on this project.

Project Team:

- **Artur Charukhchyan**, PMP, IT Support Specialist II
- **Angela Elia**, IT Support Specialist II
- **Michelle Tubbs**, President of Governance
- **Cory Harris**, Chair of PBIE
- **Christine Work**, Inst. Planning, Assessment & Research Officer
- **Heather Perfetti**, Vice President of Academic Affairs
- **Mike Gawronski**, Associate VP for Health Professions
- Department Chair, TBD

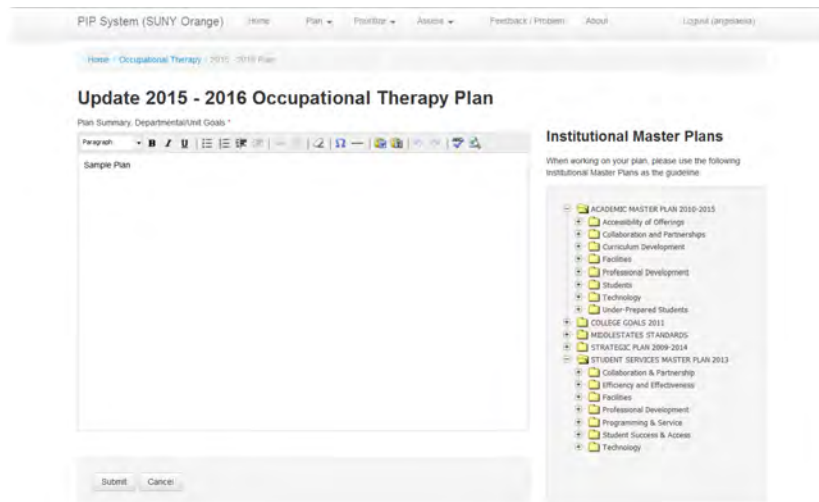
Subject Matter Experts

- Michelle Tubbs, President of Governance
- Christine Work, Inst. Planning, Assessment & Research Officer
- Mike Gawronski, Associate VP for Health Professions
- Stacey Moegenburg, Associate VP for Bus, Math, Sci & Technology
- Suzanne Krissler, Chair, Business Department
- Heather Perfetti, Vice President of Academic Affairs
- Neil Foley (Unit Head)
- Elaine McClung (Unit Head)
- John Ivankovic (Unit Head)
- Steven Harpst (Unit Head)
- Jo Ann Hamburg (Unit Head)
- Wendy Holmes (Unit Head)
- Michael Worden (Unit Head)
- Stacey Moegenburg (AVP)
- David Kohn (Unit Head)
- Susan Parry (Unit Head)
- Suzanne Krissler (Acad Dept Head)
- Patricia Slesinski (Acad Dept Head)
- Florence Hannes (Acad Dept Head)
- Mark Strunsky (Acad Dept Head)
- Elizabeth Tarvin (Acad Dept Head)
- Paul Broadie (VP)
- Roz Smith (VP)
- Vincent Cazzetta (VP)
- Josephina Vondras (PBIE Member)
- Cynthia Richichi (PBIE Member)

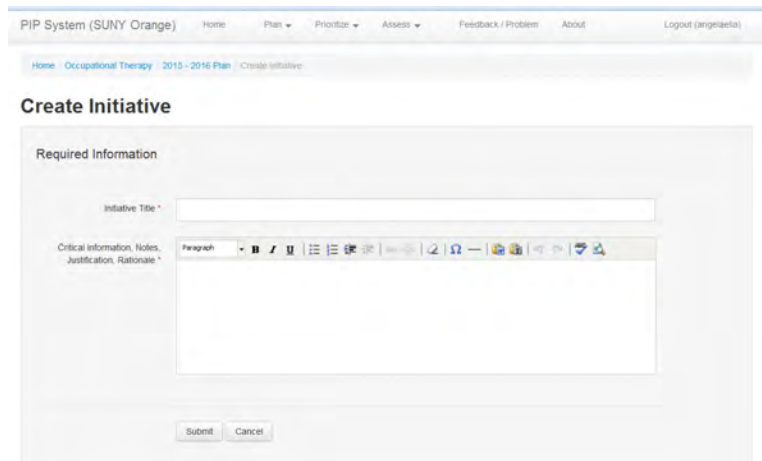
Appendix G - Planning & Initiative Prioritization (PIP) System – *Planning and Assessment Modules*

Slide 1

Create Plan Summary Screen



Slide 2



Slide 3

Create Initiative (continued.....)

Optional/Helpful Information

Programs:
Multiple programs can be selected one at a time

Locations:
Multiple locations can be selected one at a time

Importance: Low Medium High

Consequences of this initiative not being funded:

Submitted in Previous Year(s):

Estimated Completion Date:

Will this initiative span multiple budget years? No
(excluding maintenance / re-occurring costs)

Funding Source:

Slide 4

Editing Initiative Details (general information, goals, actions steps, costs, etc....)

PIP System (SUNY Orange) Home Plan Prioritize Assess Feedback / Problem About Logout (ang)

Home Occupational Therapy 2015 - 2016 Plan Sample Initiative

Sample Initiative

General Information

Goals	Initiative Title	Sample Initiative
Action Steps	Submitted in Previous Year(s)	No
Expected Outcomes	Critical Information, Notes, Justification, Rationale	Sample information
Assessment Methods	Consequences of this initiative not being funded	
Resources	Programs	
Prioritization	Locations	
Assessment	Estimated Completion Date	
	Will this initiative span multiple budget years?	No
	Importance	Low
	Funding Source	Request for Prioritization
	Created	01/06/2014 12:36 pm
	Updated	01/06/2014 12:36 pm

Slide 5

Add Goal

Browse

Please select all goals that apply

- ACADEMIC MASTER PLAN 2010-2015
- COLLEGE GOALS 2011
 - 1. To provide high quality academic courses and programs that prepare a diverse student population to achieve educational, employment and enrichment goals.
 - 2. To engage learners in an environment that develops their knowledge and skills in critical thinking, informatics and technology literacy, effective communication and enhances their awareness of civic responsibility and cultural diversity.
 - 3. To establish public and private partnerships and provide programs and services that support and serve our county's educational, economic, civic and cultural needs.
 - 4. To promote student growth and development by providing comprehensive and innovative academic and support services.
 - 5. To offer opportunities to learn with a dedicated and diverse faculty and staff who value excellence in teacher service to students, creative collaboration and continuous improvement.
 - 6. To build and maintain safe, accessible and sustainable facilities that support the learning environment.
 - 7. To identify, secure and allocate resources that advance the strategic priorities of the College.
- MIDDLESTATIS STANDARDS
- STRATEGIC PLAN 2009-2014
- STUDENT SERVICES MASTER PLAN 2013

Submit Cancel

Search by Keyword

Keyword *

Search

Slide 6

Add Goal

How will this initiative support these goals?

This information is optional. You can leave the text boxes blank and submit.

Goal	How will the initiative support this goal? (Optional)
<ul style="list-style-type: none">COLLEGE GOALS 2011<ul style="list-style-type: none">1. To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.	<input type="text"/>

Submit Cancel

Slide 7

PIP System (SUNY Orange) Home Plan Priorize Assess Feedback / Problem About Logout (angelabala)

Home Occupational Therapy 2015 - 2016 Plan Sample Initiative Add Action Step

Add Action Step

Fields with * are required.

Action Step *

Responsible Party

Submit Cancel

Slide 8

PIP System (SUNY Orange) Home Plan Priorize Assess Feedback / Problem About Logout (angelabala)

Home Occupational Therapy 2015 - 2016 Plan Sample Initiative Add Outcome

Add Outcome

Fields with * are required.

Outcome *

Submit Cancel

Slide 9

PIP System (SUNY Orange) Home Plan Prioritize Assess Feedback / Problem About Logout (angr10a1a)

Home Occupational Therapy 2015 - 2016 Plan Sample Initiative Add Assessment Method

Add Assessment Method

Fields with * are required.

Method *

Please Select

Method cannot be blank.

Responsible Party

Submit Cancel

Available Assessment Methods

Method	Description
Alumni Survey	Surveying program alumni can provide information about program satisfaction, preparation (transfer or workforce), employment status, skills for success. Surveys can ask alumni to identify what should be changed, altered, maintained, improved, or expanded.
Certification or Licensure Exam	These standardized tests are developed by outside, professional organization to assess general knowledge in a discipline.
Document Analysis	Documents can be analyzed to provide information and meaning around an assessment topic.
Employer Survey	Advancement, etc.) can survey employers to determine if their graduates are satisfactorily knowledgeable and skilled.
Entrance/Exit Interviews	Interviews are conducted with students when they enter college and when they leave—either through graduation or early departure. These interviews can be designed to measure SLO, but can also be used to learn about students.

Slide 10

PIP System (SUNY Orange) Home Plan Prioritize Assess Feedback / Problem About Logout (angr10a1a)

Home Occupational Therapy 2015 - 2016 Plan Sample Initiative

Sample Initiative [Print All](#)

- General Information
- Goals
- Action Steps
- Expected Outcomes
- Assessment Methods
- Resources
- Prioritization
- Assessment

Resources

INITIAL YEAR COST	\$0.00
RECURRING COST	\$0.00

Equipment Facility Supply Staffing Training Marketing Other

Equipment

[Add Equipment](#)

Need	Cost (Initial/Recurring)	Supporting Departments
TOTAL	\$0.00 / \$0.00	

Appendix H – Three (3) Year Enrollment Activity Report

Orange County Community College Fall 2013 FREEZE Enrollment Report Freeze/Census: September 16, 2013							
	Fall 2013 16-Sept-13	% of Total	% Change 2012- 2013	Fall 2012 17-Sept-12	% of Total	Fall 2011 19-Sept-11	% Change 2011-2012
Total HEADCOUNT	6,162		-8.2%	6,716		7,302	-8.0%
Full Time (12 or more credit hours)	3,322	53.9%	-3.4%	3,439	51%	3,665	-6.2%
Part Time	2,840	46.1%	-13.3%	3,277	49%	3,637	-9.9%
3/4 Time (9 - 11.5 credit hours)	888	14.4%	-0.8%	895	13%	898	-0.3%
1/2 Time (6 - 8.5 credit hours)	1,103	17.9%	-9.1%	1,213	18%	1,240	-2.2%
< 1/2 Time (.5 - 5.5 credit hours)	849	13.8%	-27.4%	1,169	17%	1,499	-22.0%
Total CREDIT HOURS	62,588		-5.0%	65,871		69,922.5	-5.8%
Annual FTE	2,086.3		-5.0%	2,195.7		2,330.8	-5.8%
Full Time Credit Hours	43,883		-3.5%	45,478.5	69%	48,251.0	-5.7%
Average Credits - Full Time	13.21	0.2%	-0.1%	13.22		13.17	0.4%
Part Time Credit Hours	18,705			20,392.5	31%	21,671.5	-5.9%
Average Credits - Part Time	6.59	0.1%	5.9%	6.22		5.96	4.4%
LOCATION: (Headcount - # students taking at least one (1) course)							
Newburgh							
Headcount	1,540	25.0%	0.9%	1,526		1,498	1.9%
Credit Hours	12,915	20.6%	3.0%	12,536	19.0%	11,889	5.4%
Annual FTE	430.50		3.0%	417.87		396.3	5.4%
CCHS*							
Headcount	315	5.1%	-58.0%	750	12.2%	1,032	-27.3%
Credit Hours	1,581	2.5%	-57.2%	3,697	5.6%	4,921	-24.9%
Annual FTE	52.70		-57.2%	123.22		164	-24.9%
Distance Learning (Fully Online Courses only)							
Headcount	546	8.9%	10.3%	495	8.0%	456	8.6%
Credit Hours	2,041	3.3%	19.5%	1,707	2.6%	1,589	7.4%
Annual FTE	68.02		19.5%	56.9		53	7.4%

Appendix [Appendix H]

Monroe-Woodbury (Evening)							
Headcount		0.0%	#DIV/0!	0		45	-100.0%
Credit Hours		#REF!	#DIV/0!	0	#REF!	171	-100.0%
Annual FTE	0.00		#DIV/0!	0		5.7	100.0%
Port Jervis (Evening)							
Headcount	16	0.3%	-61.0%	41	0.7%	38	7.9%
Credit Hours	15.5	0.0%	-82.4%	88	0.1%	66	33.3%
Annual FTE	0.52		-82.4%	2.93		2.2	33.2%
Warwick (Evening)							
Headcount	21	0.3%	-22.2%	27	0.4%	18	50.0%
Credit Hours	69	0.1%	-25.8%	93	0.1%	60	55.0%
Annual FTE	2.30		-25.8%	3.1		2	55.0%
Student TYPE (Headcount):							
First Time	1,476	24.0%	-7.3%	1,593	24%	1,733	-8.1%
Transfer	429	7.0%	14.1%	376	6%	382	-1.6%
Continuing	3,182	51.6%	-1.5%	3,232	48%	3,656	-11.6%
Returning	691	11.2%	-5.5%	731	11%	458	59.6%
Concurrently Enrolled in HS	343	5.6%	-54.3%	750	11%	1,045	-28.2%
Cross Registered	1	0.0%		n/a	n/a	n/a	n/a
Over 60 - Auditors	40	0.6%	17.6%	34	0.5%	28	0.4%
Student TYPE (Credit Hours):							
First Time	17,463.5	283.4%	-5.9%	18,554.5	276%	n/a	#VALUE!
Transfer	4,368.5	70.9%	14.0%	3,832.0	57%	n/a	#VALUE!
Continuing	33,073.0	536.7%	-2.2%	33,817.0	504%	n/a	#VALUE!
Returning	5,775.5	93.7%	-1.6%	5,867.0	87%	n/a	#VALUE!
Concurrently Enrolled in HS	1,772.0	28.8%	-52.1%	3,696.5	55%	n/a	#VALUE!
Cross Registered	4.0	0.1%		n/a	n/a	n/a	n/a
Over 60 - Auditors	131.5	2.1%	26.4%	104.0	1.5%	n/a	#VALUE!
Matriculation Status:							
Matriculated	5,566	90.3%	-1.7%	5,665	84%	5,978	-5.2%
Non-Matriculated	596	9.7%	-43.3%	1,051	16%	1,324	-20.6%

Race/Ethnicity:							
Hispanic / Latino	1,514	24.6%	1.9%	1,486	22%	1,410	
NON-Hispanic / Latino	4,648	75.4%	-11.1%	5,230	78%	5,892	
2 or more races	146	2.4%		134		248	
American Indian/Alaskan Native	18	0.3%	-10.0%	20		25	
Asian	151	2.5%	-5.0%	159		147	
Black or African American	721	11.7%	-4.9%	758		770	
Nat. Hawaiian/Pacific Islander	11	0.2%	-26.7%	15		8	
Unknown	94	1.5%	-55.2%	210		865	
White	3,507	56.9%	-10.9%	3,934		3,829	
GENDER:							
Total Males	2,528	41.0%	-12.1%	2,876	43%	3,147	-8.6%
Total Females	3,633	59.0%	-5.4%	3,840	57%	4,140	-7.2%
Did not report	1	0.0%		0		15	
AGE:							
Average Age	23.1		0.0%	23.1		23.1	0.0%
Under 18	564	9.2%	-40.6%	950	14%	1,215	-21.8%
18-19	1,990	32.3%	-4.0%	2,073	31%	2,161	-4.1%
20-21	1,206	19.6%	3.3%	1,167	17%	1,226	-4.8%
22-24	761	12.3%	-1.0%	769	11%	777	-1.0%
25-29	595	9.7%	-9.7%	659	10%	736	-10.5%
30-34	354	5.7%	-0.6%	356	5%	354	0.6%
35-39	196	3.2%	-10.9%	220	3%	249	-11.6%
40-49	321	5.2%	-6.7%	344	5%	416	-17.3%
50-64	144	2.3%	-4.6%	151	2%	148	2.0%
65 & Over	31	0.5%	14.8%	27	0.4%	20	35.0%
Local COUNTIES:							
Dutchess	102	1.7%	-1.9%	104	2%	88	18.2%
Orange	4,937	80.1%	-9.6%	5,463	81%	5,146	6.2%
Rockland	27	0.4%	22.7%	22	0.3%	13	69.2%
Sullivan	281	4.6%	9.8%	256	4%	303	-15.5%
Ulster	243	3.9%	7.0%	227	3%	238	-4.6%
Westchester	6	0.1%	-68.4%	19	0%	11	72.7%

Appendix [Appendix H]

Educational GOALS:		% of Total Responding			% of Total Responding		
1A	Transfer to another SUNY college after earning degree/ certificate	1,456	27.1%	-7.8%	1,579	30%	1,757
1B	Transfer to non-SUNY college after earning degree/ certificate	669	12.5%	-2.6%	687	13%	713
2A	Transfer to a SUNY college without earning degree/ certificate	175	3.3%	-12.5%	200	4%	203
2B	Transfer to a non-SUNY college without earning degree/ certificate	145	2.7%	5.1%	138	3%	154
3	Earn a degree/ certificate & seek employment rather than pursue further post-secondary education	1,662	30.9%	0.8%	1,649	40%	1,656
4	Learn new skills or upgrade existing skills without earning degree/ certificate	38	0.7%	8.6%	35	1%	48
5	Seek enrichment rather than pursue degree/ certificate	14	0.3%	-33.3%	21	1%	21
6	Obtain GED through the accumulation of college credits	4	0.1%	-60.0%	10	0%	14
7	Uncertain	1,207	22.5%	19.0%	1,014	42%	1,051
8	No response	792	14.7%	-42.7%	1,383		1,685

Data Notes:

- *Not all CCHS students were entered into Banner at Fall 2013 Freeze
- Annual FTE = Total credit hours/30
- Race/Ethnicity Unknown includes sum of NULL, Unknowns and Non-Resident Alien
- Non-Matriculated headcount includes CCHS students
- Education Goals - Every registration, students are asked to identify their education goal; data is submitted to SUNY System
- Distance Learning - Includes fully online courses only

Data Disclaimer:

Some discrepancies may exist between data reported to IPEDS, NYSED and SUNY System and internal ODS extracted reports due to differences in definitions, timing of reports, etc.

ODS Reports File Name: IR_D Enrollment Activity Report

Appendix I - Operating Revenue Sources [Institutional Effectiveness Plan AY 2012-2013]

Measure: Operating Revenue Sources
Percentage of operating revenue from New York State, Orange County, and Tuition and Fees
Data Source/Notes: <i>National Community College Benchmark Project (NCCBP) – Form 1: Operating Revenue Sources Data provided by Comptroller % reported may not add to 100%</i>
College GOAL #7 - To identify, secure and allocate resources that advance the strategic priorities of the College.
Strategic Priority: I, II and III
Timing of Data:

Operating Revenue Sources:	Report Year 2012 (FY 2011 Data)	Report Year 2011 (FY 2010 Data)	Report Year 2010 (FY 2009 Data)	Report Year 2009 (FY 2008 Data)
% From Local Sources (County)	36.90%	36.4%	35.5%	31.4%
% From State	21.13%	22.7%	23.5%	25.9%
% From Tuition & Fees	41.97%	39.8%	37.7%	27.0%

Appendix J - Budget Preparation Process and Procedures

The Budget development process at SUNY Orange is a year-long activity that involves all department managers and upper-level administrators.

September - The adopted budget is loaded into Banner and the College community informed of the budget availability. The Institutional Planning, Assessment, and Research Office presents fall enrollment data to Cabinet. Budget adjustments may be required if the fall revenue projection is not met.

October - The Vice-Presidents and Associate Vice-Presidents identify capital equipment requests for their departments from departmental plans and budget requests. Lists for each area are sent to the Comptroller for use by the Purchasing Staff for purchases made throughout the year.

If necessary, budget cuts are identified by the Vice-Presidents and Associate Vice-Presidents upon consultation with their department managers. The reserve account is utilized for budget savings made from all departmental budget cuts.

November - Tracking revenue becomes critical throughout the fall since this may be an early indication of spring enrollment. Monthly reports are prepared for the Board of Trustees noting revenue and expenses to date. These reports are prepared from September through August. Highlights of significant variances are made in the monthly Board Report.

January - The Governor of New York presents the state of the budget each January which provides insight into his priorities for the coming fiscal year. During the month of January, the Vice-President of Administration and Finance presents a three year over-view of revenue and expense to the Board of Trustees which includes a look back at the prior year, an update on the current budget year, and a projection for the future budget year. In addition, a preliminary discussion of tuition rates for the next fiscal year occurs. To assist the Vice-Presidents, the Business Office projects salary and benefits for the current year to ensure that the College is within budget for the current year. This review allows for current year budget corrections to take place if needed and provides valuable information that aids in making projections for the future budget year.

February - The first week in February, the College Comptroller places a notice on the "Campus Grapevine" advising of the availability of budget instructions, the budget calendar, and budget forms for the upcoming budget year on the College website. Any budget form changes, additions, or budget constraints are highlighted in this administrative announcement. Each department cost center is expected to complete all applicable forms and submit them to their Vice-President or Associate Vice-President for review. This review ensures that all requests are reasonable and support the College mission and goals and individual departmental goals.

Budget Forms and Purpose:

Contract Services Object Code- This form identifies the budget lines and dollars required to fund all contract services needed by each department. Contract services includes categories such as instructional supplies, office supplies, mileage, subscriptions, and maintenance agreements.

Part-time, Over-time, Seasonal Personnel Request - This request form identifies a department's needs for additional personnel or over-time to assist with the departments work load.

Position Request Form - This form is for informational purposes only to identify future departmental needs. The process in place for adding and filling positions remains a function of Cabinet.

Capital Equipment Request = This form requires the justification and prioritization of the request, and identification of the funding source. This form gives college administration an overview of college-wide equipment needs for the consolidation of resources and planning purposes.

Classroom/Office Renovation Form - This form provides information to assist the Facilities and IT Departments in planning work projects (if funding permits) to meet departmental deadlines and to identify department needs.

Certification Form - This form, when signed, certifies that the departmental budget request supports the Mission and Goals of the College.

Budget Authorization Form - This form is used to update Business Office records by identifying individuals, who have budget signing authority, for the respective department.

College Work-Study Request Form. This form is the mechanism to request a College Work-Study student for a department and to identify skills required and work hours needed.

The College Comptroller and Assistant Comptroller reserve time in their schedules to meet with Department Managers and Administrators to review and answer individual departmental questions.

Departments review departmental goals for the current year and develop goals for the next budget year.

March - The Board of Trustees approves the tuition rate and fees for the new budget year. Budget managers enter their 2013-2014 goals into the PIP Planning Module. Department Managers submit their budget requests to their Associate Vice President or Vice President for review. Each administrator is expected to review the budget requests with their department managers to ensure that instructions and guidelines were followed, requests are reasonable, and College mission and goals and departmental goals were met.

After Administrative review, the certified departmental budget requests are sent to the Comptroller. The Comptroller and Assistant Comptroller share the responsibility of ensuring all departmental budgets are received by the Business Office, department numbers and account numbers are correct, missing budget forms are requested, and justifications included. Any unclear budget requests or omissions are clarified by contacting the department manager.

Budget position, equipment, and classroom/office renovation requests are summarized and shared with the appropriate administrators to aid in future planning. The position request list is used to identify and support future personnel needs. The equipment requests are utilized by the Vice-Presidents and Associate Vice-Presidents to prioritize departmental capital equipment needs in order to allocate resources from the final operating budget and any other sources. The renovation requests are first reviewed by facilities to identify requests that can be completed in house by college employees within the current year budget. Renovations necessary to address safety issues are considered first. All renovation requests cannot be addressed; however, renovations necessary to address safety issues are given first priority. Prior to making any renovations, the Director of Facilities discusses the renovation with the appropriate Vice-President to ensure that the renovation is one of their planning priorities.

All departmental budget requests are entered into Banner by the Business Office staff. Reports are run to summarize contract services and equipment requests by department and overall total. Total entries usually exceed the budget projections requiring adjustments to be made by the Vice-Presidents for each area. A list of suggested cuts is provided to aid the VP's in the decision making process. Questions that arise are answered by the Assistant Comptroller and the Comptroller.

April – June - The Comptroller prepares separate excel salary spreadsheets for Faculty, Staff and Management Confidential, CSEA full-time, CSEA part-time, Continuing Ed, and Miscellaneous positions. All budget positions are confirmed by reviewing the PZRCERT (Payroll Certification Report) form. Questions that may arise when positions are vacated and subsequently filled and the confirmation of position counts are discussed and confirmed by the AVP for Human Resources and the Assistant Human Resource Director. Annual salaries for full-time Faculty and Staff are confirmed. The Payroll department annualizes the hourly salaries of the CSEA full-time staff and part-time staff for entry into the CSEA spreadsheet. The Miscellaneous payroll information is obtained from the Miscellaneous/Overtime/part-time staff budget form. A review of prior year part-time staff and faculty, auxiliary, over-time is made to assist in determining that funds are properly allocated noting any requests for changes. The Continuing Ed schedule is completed from the budget request forms. A review of the prior year and current expense in each category is made. Adjustments are made on all spread sheets for vacated positions, retirees, and changes from faculty to staff.

Retirement codes are entered to identify the retirement system for each full-time employee. A formula then calculates the retirement benefits for each individual by system and tier.

Health, vision, and dental projections are calculated for each full-time employee and retiree based on their current health benefit plan (individual or family plan), the current county health, vision, and dental rates are (for 4

Appendix [Appendix J]

months -September through December) and the County's estimated rates for the new calendar year (for 8 months -January - August). The health plan projection aids in determining the projected health benefits for the new budget year based upon current staffing. Since an individual's health plan may change from individual to family, family to individual, or remain unchanged, an estimated dollar amount is determined for health and dental annual cost is used for each full-time employee. A total dollar amount is calculated for all retiree health benefits.

Worker's compensation, FICA and disability rates are calculated for each employee.

A process is run in Access to pull all line information from the individual excel spreadsheets into a single spreadsheet by department. Totals are reviewed and adjusted to agree with the projected budget approved by the Board of Trustees.

May - Cabinet reviews the final budget request.

June - Printed budgets are delivered to the County Executive, the County Legislature, and the County Budget Officer.

July - The County Legislature retains an audit firm to provide an independent budget review of the college budget request. The review takes place over two weeks usually the last week of June through the first week of July. Numerous projections, spreadsheets, and data are provided to the audit team for their review along with a copy of the budget request. A thorough review of the prior year, current year revenue and expense projections and the budget request is performed. Typically over 100 spreadsheets and reports are requested by the audit team. The outcome of this review is a written report and presentation to the Legislature in August.

At the same time, the County budget office is requesting the same information for their own review.

August - A public hearing is held by the County Legislator in order to give the community an opportunity to react to the College's budget. A brief overview of the budget is presented by the Vice President Administration and Finance and the audience is invited to ask questions.

A budget review presentation is made to the Legislature by the Audit Partners. Legislator questions are answered by the Auditors.

A final Budget vote or Budget Reduction/Vote is made by the Legislature.

Appendix K - Analysis of Race/Ethnicity of New Hires (2009 – 2012)

Orange County Community College Analysis of New Hires/ Total # of FT Employees 2009-2012																								
Unit	2009			2010			2011			2012			Total NEW Hires											
	Total # # Minority	% Minority	Total NEW Hires # Minority	Total # # Minority	% Minority	Total NEW Hires # Minority	Total # # Minority	% Minority	Total NEW Hires # Minority	Total # # Minority	% Minority	Total NEW Hires # Minority	Total # # Minority	% Minority	Total NEW Hires # Minority									
Civil Service	135	10	7%	2	0	0%	136	12	9%	7	2	29%	136	15	11%	10	3	30%	127	16	13%	3	1	33%
Faculty	135	11	8%	6	1	17%	139	15	11%	11	4	36%	147	17	12%	11	1	9%	146	18	12%	7	1	14%
Grant	42	18	43%	4	3	75%	38	19	50%	0	0	0%	34	16	47%	2	2	100%	36	17	47%	0	0	0%
MC	17	2	12%	0	0	0%	17	2	12%	0	0	0%	15	2	13%	1	0	0%	17	2	12%	1	1	100%
Staff Chair	92	8	9%	2	1	50%	101	9	9%	6	2	33%	113	13	12%	6	1	17%	114	15	13%	3	1	33%
Total	421	49	12%	14	5	36%	431	57	13%	24	8	33%	445	63	14%	30	7	23%	440	68	15%	14	4	29%

Appendix L – Presentations to the Board of Trustees

Date	Topic	Presenter(s)
9/10/12	Newburgh Campus Update	Mindy Ross, VP Newburgh Campus
10/9/12	Governance Board Responsibilities	Heather Perfetti, VP Academic Affairs Christine Work, Inst. Planning, Assessment and Research Officer
	Occupational Therapy Assistant Department Update	Flo Hannes, Department Chair Mildred Consolo-Melchionne, Academic Field Work Coordinator
11/12/12	Accessibility Services Office	Madeline Torres-Diaz, Director
	Criminal Justice Department Update	Dennis O'Loughlin, Department Chair
12/10/12	Middle States Accreditation Visit - Self-Study Update	Heather Perfetti, VP Academic Affairs Christine Work, Inst. Planning, Assessment and Research Officer
	Suicide Prevention Grant Review	Paul Broadie, VP Student Services
1/14/13	Development Education Update	Mary Warrener – AVP Lib Arts
	Suicide Prevention Training	Sean Gerow, Project Coordinator for Suicide Prevention Grant
2/11/13	Institutional Effectiveness Plan	Heather Perfetti, VP Academic Affairs Christine Work, Inst. Planning, Assessment and Research Officer
	Sustainability Update	Kirsten Gabrielsen, Sustainability Coordinator
3/11/13	Presentation & Joint Dinner with Foundation Board: “The Future of Higher Education”	Bill Richards, President
4/9/13	Global Studies Department Update	Paul Basinski, Chair
5/14/13	Presentation: “The Future of SUNY Orange”	Heather Perfetti, VP Academic Affairs Paul Broadie, VP Student Services
	Campus Plantings Update	Mike Albright, Communications Officer
6/6/13	Presentation & Board Retreat Institutional Effectiveness Plan Update	Heather Perfetti, VP Academic Affairs

Appendix M – Summary of Institutional and Divisional Surveys

Survey Instrument	Description
Faculty & Staff Opinion Survey	Every three years; last administered Fall 2012
Student Opinion Survey	Every 3 years; last administered Spring 2013
Community College Survey of Student Engagement	Every 3 years; last administered Spring 2012
College and Community Performance Evaluation of the President	To be administered beginning 2014 on a three year cycle
Marketing Survey	Administered by the Communications Department to students each Fall semester to learn about students' media practices and communication preferences.
Human Resources Professional Development/Training Needs Surveys	Human Resources regularly administers surveys to faculty, staff, and administration to learn more of how the Office can support employees' professional development needs .
Student Feedback Forms	Administered by full- and part-time faculty in courses near the end of each semester to learn from students' their experience with course logistics, instruction, and learning.
Professional Development	Administered regularly by the Center for Teaching and Learning to learn from faculty and staff their technology needs in order to respond and create effective development opportunities.
Assessment and Institutional Effectiveness Survey	Administered by IPAR to Department Chairs every three years to obtain an update on assessment plans and practices as well as to identify needed resources and information to better support academic program review and student learning outcomes assessment.
Governance Committee Survey	Administered by the Executive Committee to each standing committee in Fall 2011 to collect feedback from committees and their members on their effectiveness as a committee in achieving their charge.
Governance Standing Committees	Surveys are developed and administered by Governance Standing Committees in order to facilitate achieving their charge. Recent surveys include tobacco use survey, faculty and staff development survey, social committee survey, and academic technology survey.
Non-Returning Student Survey	Administered after freeze date each semester; developed to assess potential reasons for student stop-out, in an effort to identify causal trends. Also used to aid in decision-making related to maximizing student retention and improving methods of reaching out to non-returning students.
New Start Evaluation Survey	Administered to attendees at end of each workshop; implemented to assess whether objectives of the New START workshop are being met, as perceived by student participants. Utilized in decision-making related to improving achievement of workshop goals and making workshops more valuable for new students.
Student Preparedness Survey	Administered at beginning of Fall semesters to investigate the impact, if any, of semester preparedness variables on academic success outcomes for SUNY Orange students. This study is of particular importance, given growing under-preparedness concerns among college-level students, and the need for institutions to combat such concerns through targeted, data-driven interventions.

Appendix [Appendix M]

Financial Aid Office Satisfaction Survey	Administered monthly, only sent to students who visit the office during a given month; developed to assess student satisfaction with Financial Aid services provided by the Middletown Campus. Survey is also used to capture information on student satisfaction with, and use of newly developed online Financial Aid forms.
Academic Advising Satisfaction Survey	Link is posted on Academic Advising webpage. Email invitations sent out periodically by Director of Academic Advising. Created to gauge student satisfaction with the academic advising experience. Also provides student feedback on, and informs decision-making related to student utilization of assigned academic advisors.
Fall 2013 Wellness Needs Assessment	Administered once annually to inform decision-making regarding event planning, content and advertising for the newly developed SUNY Orange Wellness Center. Results provide detailed information related to student health needs and preferences, which will aid the Wellness Center in efforts to tailor programs and informational materials to the student population.
CTEA Survey	Scheduled for administration after May graduation each year; designed to collect information from students who have graduated in recent semesters and who also had access to CTEA grant funded services while attending SUNY Orange. Collecting this data is important, in order to maintain CTEA funding for future semesters and students.

Appendix N - Human Resources –Professional Development Training Opportunities*

American Heart Association (AHA) - CPR

Americans with Disabilities Act (ADA) – Applying Performance and Conduct Standards to Employees with Disabilities*

Back Safety*

Blood Bourne Pathogens & MRSA

Compliance Refresher

De-escalation

Effective Communication for all Employees*

Effective Meetings *

Fair and Accurate Credit Transactions Act (FACTA) - Red Flag

Hazardous Communications and Right to Know

How to Manage Challenging Employees*

Interviewing Skills for Managers*

Leadership Skills

Office Ergonomics*

Preventing Discrimination and Harassment for Employees*

Preventing Discrimination and Harassment for Managers*

Preventing Work Place Violence

Workplace Bullying

Social Media – What is It?

Stress Management*

Supervisory Training

Time Management Skills for Employees*

Title IX – Discrimination and Harassment

** Denotes training is available online*

Appendix O - Cabinet Retreat Agenda – *Institutional Effectiveness Planning*

June 6, 2012 - 8:30 AM – 11:30 AM - *Sugar Loaf Citizens' Foundation*

Overarching Retreat Goals:

- Prepare the College for Institutional Effectiveness Planning
- Identify Measures that Indicate Institutional Effectiveness
- Define How Institutional Effectiveness Planning “Fits” With Other College Planning Efforts
- Establish Communication Protocols and Action Steps To Develop and Finalize an Institutional Effectiveness Plan

1. Introduction to Institutional Effectiveness (IE)

- *What is IE? Why is IE important? What is an IE Plan?*
- *Middle States Connection*

2. Review Structure and Function of SUNY Orange’s IE Plan

- *Relationship to College mission, goals, strategic priorities, and other planning documents/efforts*
- *What is a measure? What is a benchmark?*

3. Cabinet “HOMEWORK”

- Share (pre-summarized) “homework” from Cabinet
 - *What data do “you” consistently rely upon to make decisions?*
 - *What measures do “you” use to describe success/accomplishments or identify areas for improvement?*

4. Breakout by College Goals to review measures & discuss benchmarks within IE Plan and identify additional measures to be considered for IE Plan

- Goal #1 and #2 - *Stacey, Christine, Mary W, Heather, Gerianne, Cory H.*
- Goal #3, #6 and #7 – *Vinnie, Russell, Jo Ann, Mike W., Roz, Mindy*
- Goal #4 and #5 – *Paul, Mike G., Wendy, Michelle, Mike A, Sharyne M.*

5. Breakout Report

- Regarding the **existing** measures:
 - *Are they important to include?*
 - *Are they meaningful?*
 - *Can benchmarks be (reasonably) established?*
 - *Do they speak to institutional effectiveness?*
- Regarding **additional/needed** measures:
 - *What additional measures need to be included?*
 - *Does the data exist?*
 - *Can benchmarks be (reasonably) established?*
 - *Do they speak to institutional effectiveness?*

6. Next Steps and Reminders

Appendix P - Institutional Effectiveness Criteria Table

From your groups' list of measures [page 2 and 3], select two (2) that your group recommends be included in the Institutional Effectiveness Plan. Please discuss and document the following criteria for establishing effective performance measures:

Goal:		
Measure #1:		
Criteria	Yes, No, Maybe, Do Not Know	Comments
Is the measure clearly defined/ understandable?		
Is the data reasonable to obtain?		
Does the measure accurately reflect what is intended to be measured?		
Can the department realistically influence/ impact the measure?		
Is the measure useful for improving programs, services, etc.?		
Does the measure convey how well the College is achieving its mission, goals and priorities?		
Is the measure appropriate/ important for the IE Plan? <i>(Comment as to whether the measure should be included within a different College planning document?)</i>		

Appendix Q – Enrollment Activity – Revised Reporting

Freeze without CCHS (working data from Freeze Enrollment Activity Reports)

	Fall 2013	Fall 2012	Fall 2011	Fall 2010
Headcount	(6,162 - 315) = 5,847	(6,716 - 750) = 5,966	(7,302 - 1,032) = 6,270	(7,223 - 968) = 6,255
Credit Hours	(62,588 - 1,581) = 61,007	(65,871 - 3,697) = 62,174	(69,922.5 - 4,921) = 65,001.5	(70,492 - 4,720) = 65,772
AFTE (Crs / 30)	2,033.57	2,072.47	2,166.72	2,192.4

Freeze without CCHS (totals from above)

	Fall 2013	Fall 2012	Fall 2011	Fall 2010
Headcount	5,847	5,966	6,270	6,255
Credit Hours	61,007	62,174	65,001.5	65,772
AFTE (Crs / 30)	2,033.57	2,072.47	2,166.72	2,192.4

High School Only (15-Oct or EOT run on 7_NOV_2013 using IR_D_Enrollment Activity Report – HS ONLY)

	Fall 2013 (Oct 15 th)	Fall 2012 EOT	Fall 2011 EOT	Fall 2010 EOT
Headcount	1,167	1,205	1,153	998
Credit Hours	5,343	5,759.5	5,532	4,915
AFTE (Crs / 30)	178.1	191.98	184.4	163.83

Appendix R - List of Data Reports

Name of Report	Data Included in Report	Distribution/Location
Enrollment Activity Report	General snapshot of the College's enrollment on the 1 st and the 15 th of each month prior to the start of the Fall/Spring semester; data compared to prior academic years	Report distributed electronically to Cabinet by Enrollment Management AVP
Enrollment Activity [Freeze] Report	General snapshot of the College's enrollment at Freeze/Census; information includes headcount, credit hours by FT/PT, student type, gender, age, race/ethnicity, location, education goals, etc.	Report run at Freeze/Census* Accessible on IR's webpage, P:Drive: Institutional Planning, Assessment & Research/Enrollment Reports folder
Enrollment by Program	General snapshot of the College's enrollment by academic program at Freeze/Census; headcount and credit hours for each academic program included	Report run at Freeze/Census Accessible on IR's webpage, P:Drive: Institutional Planning, Assessment & Research/
Departmental Activity Report	General snapshot of the College's enrollment within each Department's academic programs; data includes same demographics as contained in Enrollment Activity Report; <i>(Honors program and Advising and Counseling included in report)</i>	Report run at Freeze/Census Emailed to Department Chairs, AVPS and VPAA; accessible on P:Drive: Institutional Planning, Assessment & Research/Enrollment Reports folder
Division Activity Report	General snapshot of the College's enrollment within each Division's academic programs; data includes same demographics as contained in Enrollment Activity Report	Report run at Freeze/Census Emailed to AVPS and VPAA; accessible on P:Drive: Institutional Planning, Assessment & Research/ Enrollment Reports folder
Newburgh Activity Report	General snapshot of the College's enrollment at the Newburgh Campus at Freeze/Census. Information is provided for students taking ALL courses at Newburgh, taking 6 or more credits at Newburgh and students taking at least one course at Newburgh; information includes headcount, credit hours by FT/PT, student type, gender, age, race/ethnicity, etc.	Report run at Freeze/Census (Fall 2011 is the first run/distribution of Newburgh Activity Report) Draft reports have been provided to Cabinet College-wide distribution (via webpage) is TBD
COLLEGE [Student] Profile [Presentation]	Comprehensive student [trend] data, including demographics, enrollment, developmental education, grades, graduation, transfer, retention, etc...	Data is presented [PowerPoint] each Fall semester college-wide; [Assembly] with emphasis on faculty and student services area; presentation available on P:drive Presentation is revisited each term
Persistence Report	ODS report created to provide persistence information by semester to semester and year to year (and to include part-time students)	Report can be run at any time accessing EOT data for previous semesters; report may be utilized for a variety of purposes initiatives, etc.
Community College in the High School Report (CCHS)	Report provides information on courses and grades of CCHS students; additionally CCHS report provides information on CCHS students who enroll at SUNY Orange	Report can be run at any time accessing EOT data for previous semesters; Report is accessed by Director of Educational Partnerships and Registrar's Office
Admissions Activity Report	Report provides information on admissions applications including those admitted, pending, etc.	Report run weekly; accessed by Director of Admissions and utilized by AVP Enrollment Management
"Registered Seats" "Student Details"	Report provides detailed information on each Department's course enrollment of registered students	Report can be run at anytime All Department Chairs have been trained and have access to report

Appendix [Appendix R]

Ethnicity Report	As requested by Dr. Richards Report provides the race and ethnicity of students and faculty/staff [HR database] at Freeze; including by program. Report is supplemented with information about the new reporting/collecting requirements as well as the challenges of student race/ethnicity identification and the utilization of the data [literature].	Both HR and IPAR develop report - Report run at Freeze/Census Fall 2011 is the first run/distribution of report
Transfer Activity Report	A transfer activity submission schedule has been created to identify when and the types of students/cohorts to submit to the National Student Clearinghouse (NSC) in order to obtain information back on their transfer activity; submissions include, graduates within an academic year, full-time and first-time traditional cohort, as well as part-time and first-time cohort; data can be broken out by student attribute, degree type, etc.	A reporting template has been drafted and the first report was distributed to AALT and Department Chairs in Fall 2013
In Draft Form		
Developmental Activity Report – ON HOLD	Report provides detailed information on the College’s developmental placement scores, developmental course enrollment, completion, academic standing, etc.	Banner Report Group is working in collaboration with DOT, Developmental Education Committee and the English and Mathematics Department to identify the needed data and end user report format
Graduation Activity Report	Report provides information on the College’s graduating students including their academic program, GPA, attributes (i.e. PTK, honors), etc.	Report is to be run at End of Term (EOT) after graduation; distribution TBD
Ad Hoc Requests		
“Two-Strikes”	As requested by AVP BMST	Working report utilized by AVPs to identify and outreach to students who have received “2 strikes”
Developmental Review Board	As requested by Academic Support Services	
High School Activity Report	<i>As requested by VPIA</i> Report provides [detailed and summary] information on enrolled students’ graduating high school, FT PT status (detailed includes email, phone, address)	Report can be run at anytime Report as of Freeze/Census will be provided to VPIA
Enrollment [less than 6] by Campus/Section/ Course	As requested by VPAF	Report is run at Freeze/Census and EOT Report is provided to VPAF
Other internal ODS (“working”) reports include:	<ul style="list-style-type: none"> • Advisor/advisee reports • Class rosters • Student Attribute reports, including, hold reports • Grade reports including, distribution, GPA, U-Grades, etc. • Non-returning students report • Departmental accreditation reports • Enrollment by zip code • Grant related requests such as WIN WIN, Title III, STEM, etc. 	
External Reports/ DATA Submissions		
SUNY Institutional Research Information System (SIRIS)	At the beginning and end of each term the data within each SIRIS module is submitted directly from Banner to System; modules include, <i>Course, Early Student, Term Section, End of Term, Degree, Student Revenue and Financial Aid</i>	
Other SUNY Reports	All reports that the College is accountable for submitting are listed on the annual Calendar of Reports outlined by System, including those submitted to IPEDS and NYSED Calendar of Reports	

Integrated Postsecondary Education Data System (IPEDS)	<p>Data that is submitted to IPEDS, as well as publically accessible, includes <i>student enrollment, graduation rates, retention rates, student charges, faculty and staff as well as finances</i></p> <p>These data are used at the federal and state level for policy analysis and development as well as at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator at http://nces.ed.gov/collegenavigator</p>
National Community College Benchmarking Project (NCCBP)	<p>The College has been participating (submitting data) to the NCCBP since 2006. The NCCBP is a data-sharing consortium that provides participating institutions with comparative data on a number of performance and outcome measures for benchmarking including completion information, retention and persistence, distance learning and developmental information, CCSSE benchmarks, etc. Data is submitted each June.</p>

Name of Report	Description
Student Opinion Survey (SOS)	<p>Every three years the College, as well as all other SUNY institutions, administers the SOS survey to a representative sample of students during the Spring semester. The survey was developed in order to assess students' satisfaction with their college experience. Survey results from 2006 and 2013 (coming Fall 2013) are accessible from IPAR's P:Drive folder (previous survey administrations are available online in hardcopy).</p>
Community College Survey of Student Engagement (CCSSE)	<p>Every three years the College, as well as many other SUNY institutions, administers the CCSSE survey to a representative sample of students during the Spring semester. The CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention. Survey results from each administration period are available from IPAR's P:Drive folder.</p>
National Student Clearinghouse Requests	<p>Transfer activity information provided on students submitted through NSC, including graduates, FT, FT cohorts, non-returning students</p>

Appendix S - Assessment Across the Institution

The table below highlights how assessment activities in all of the College’s Divisional areas has contributed to improvements, demonstrating an assessment cycle that “closes the loop.”

College Division	Assessment and Improvement Initiatives
Academic Affairs	Each Department Chair has participated in Banner report accessing workshops. Departments utilize the academic and student specific measures including course enrollment, seat capacity, pre-requisite performance, as well as student demographics all in efforts to enhance curriculum and teaching and learning. The data is valuable to academic programs in preparation for and during their program reviews.
	The findings and feedback from the Faculty and Staff Opinion Survey are being utilized to impact planning and develop initiatives to further address increase support for adjuncts as well as sustained efforts at creating professional development opportunities for full- and part-time faculty. Initiatives are further discussed throughout the self-study.
Administration and Finance	<p>The Human Resources Department, as guided by Strategic Priority focusing on accessibility, collects and analyzes data on the number of minority applicants and tracks the hiring rate.</p> <p>After reviewing the application and hiring data as well as the results of their Interview Survey, which asks that interview candidates share their experience with the search and interview process, the HR Department has made some changes in their processes.</p> <p>A significant change made by HR to continue to achieve accessibility outcomes includes a change in the software the department and the College utilize in the search and hiring process. The software has resulted in increasing the equity and ease of applying for positions as well as decreasing the search process time by having search committee members conduct their work electronically/online. Additional changes that have been made by HR include the increased use of web-based advertising for positions.</p>
Institutional Advancement	<p>Since Fall 2007, the Advancement Office administers annually a Marketing Survey to students to assess their media habits and preferences.</p> <p>The results from the survey assist the Office in making marketing and advertising decisions and purchases. A significant change resulting from the administration of the survey and the analysis of the results is the improved collaboration with the Admissions Office.</p>
	<p>The Communications Department employs regularly a variety of assessment tools to determine and evaluate the usage and effectiveness of the College’s website and social media activity.</p> <p>Data from Google AdWords reports, Google analytics, Facebook insights are reviewed daily, weekly, and monthly. The data has and continues to assist the Department in making decisions about how best to target specific messages; additionally, this data has been and will continue to be utilized to assist in making decisions during the reorganization and redesign of the College’s website.</p>
Information Technology Services	<p>The ITS Department has made significant changes and improvement in the organization and function of the College’s Helpdesk. Assessment activity is ongoing and includes a variety of tools and measures.</p> <p>The Help Desk Software, “Track It” has been implemented and is utilized to make decisions on how to effectively and efficiently address requests, needs, and problems across the College.</p> <p>The use and analysis of “Track It” data has assisted the Department in revising help-desk and technician service hours, as well as attention in time and resources focused on network band-width adjustments,</p>

<p>Student Services</p>	<p>The Enrollment Activity Report is run at strategic points leading up to the semester in order to track changes in registration activity.</p> <p>Review and analysis of the registration activity has provided Student Service area with information needed to make decisions on policy and procedures, as well as to evaluate such impact on students.</p> <p>For example, after assessing the registration activity, there has been and continues to be efforts to coordinate the areas and functions of admissions, financial aid as well as advising. Three (3) priority registration days have been established to assist with work flow as well as the above linkages/offices.</p>
	<p>The Admissions Office relies on much data on applicants, largely captured in their Admissions Yield Report.</p> <p>After regular review and analysis of the number of applicants, the number completed and the yield conversion, changes were made to online application process/procedures.</p> <p>The utilization of the Admissions Yield Report has led the Office to promote more online admissions for students.</p>
	<p>The Advising and Counseling Office relies on data from Advisor Trac. Data is regularly reviewed each semester, in particular, the need for advisor coverage, especially during drop/add periods is analyzed.</p>
	<p>Findings from a recently administered Middletown Campus Financial Aid Office survey may lead to additional investigation into what aspects of online forms are impacting student ratings on use. This information is important given that the ability to access and submit information via the web is an important piece of streamlining the financial aid process at the College.</p>

Appendix T - Steps, Sequence and Services for Students who *Test, Place, and Enroll* at the College

The College offers programs and services to ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points.

The STEPS below detail the students' experience at the College from inquiry through initial registration:

Step 1	Students inquire about the College.
Step 2	Students are invited to an Admissions Information Session which includes an overview of College programs and services and a review of "steps to enroll." Placement Test information is provided here.
Step 3	Applicants are referred to the Placement Test link on the College website to register for their test appointment.
	The Placement Test website includes links to the College Board Accuplacer site which describes the test in detail, provides practice test "apps" and a brochure of sample test questions.
Step 4	Students receive their Math and Reading Placement results upon exiting the placement test. Students receive their Writing Placement within 1 week after a review by English Department faculty.
Step 5	Fall in-coming students with developmental placements receive information about the College Summer Readiness Program at <i>In-Coming Student Day</i> ; online, and at the New START workshop.
	Academic advisors will also promote the College Readiness program in their individual advising sessions as appropriate.
Step 6	Students must enroll in their developmental courses every semester until their developmental sequence is complete. While pursuing their developmental courses, students select their other courses from the "Permitted List."

Appendix U – Degree Works Information

What is Degree Works?

A web-based tool that will provide a clear and convenient method for students and advisors to track degree progress, to prepare for registration and to plan for graduation Degree Works is designed to assist and facilitate academic advising, but is not intended to replace face to face advising sessions

What is the Vision from SUNY?

Every student will have fundamental degree planning services at every SUNY institution with the ability online for students considering transfer to assess degree progress at other SUNY institutions.

All SUNY campuses will participate in SUNY's Degree Planning and Audit program to promote student degree completion.

Why are we implementing Degree Works?

SUNY Wide Degree Planning Initiative has the dual objectives of:

- Providing SUNY students considering transfer essential information about their progress toward degree completion
- Improving degree planning services for all enrolled students, thereby, increasing degree completion rates and lowering the time to graduate for students.

What is the Ultimate Goal of the Project? (This is a three phase project)

For students to be able to perform a degree audit that compares their course and general education history to the degree requirements for the transfer path programs at all campuses

Conduct a “**What-If**” degree analysis for up to three campuses simultaneously

Access the course offerings at all institutions

What makes Degree Works better than the CAPP? (CAPP is the degree audit system we currently have)

Degree Works provides data in a more user-friendly and readable format than our former program CAPP

In phase two of implementation DegreeWorks will have the ability to develop long-range degree completion plans and incorporate those plans into student audits. CAPP did not have this functionality

DegreeWorks will help SUNY Orange gather critical information to help with planning and reporting needs, which was also unavailable through CAPP

Implementation Plan:

We are currently in a “soft” go live in the Fall 2013 semester. This includes testing by all Academic Advisors.

In the Spring 2014 we will be fully transitioned into using DegreeWorks.

How it Works:

For about a year prior, members of the Registrar's Office and IT have been “scribing” or programing the requirements for each degree individually into the software. When you select a program for the degree evaluation, the software reads the scribe and returns a nicely formatted copy for your viewing pleasure.

Any student with a catalog term prior to **Fall 2010** will be given a message that they need to run a What-If analysis to view their Degree Audit Worksheet. If any Program requirements have change since **Fall 2010** they will need to refer to the catalog under which they were admitted. (This impacts a very small population of students and soon will not impact any students)

What's the Purpose?

Degree Works will allow students to easily read and identify the various components of their degree. It should also increase the ease of communicating between advisor and advisee. Degree Works allows for planning into the future, and several previously requested capabilities including some regarding GPA calculations.

Appendix V - Faculty Staff Development Committee (FSDC)
– Budget and Expenditures

Faculty Staff Development Committee Budget & Expenditures				
FY	Budget Allocation		Expenditures	
13	15,000		13,737	<i>at 7/31/13</i>
12	15,000		10,599	
11	15,000		12,066	
10	15,000		13,715	
9	15,000		13,341	

Appendix W - Professional Development 2012-2013
– Salary and Contractual Benefits

Professional Development-Salary 2012-2013				
Faculty	1.8%		188,000	
Staff	1.9%		93,780	
Chairs	1.8%		36,018	
				\$317,798.00
Contractual Benefits				
Ed Ben CSEA	6957		25,000	
Ed Ben Staff/Faculty	6958		100,000	
Ed Ben Non Credit Staff Faculty	6959		5,000	
Collegiate Development Fund	6955		22,500	
				\$152,500.00

Appendix X – Professional Development – *Categories and Expenditures 2012-2013*

PROFESSIONAL DEVELOPMENT – 2012-2013				
Description	Amount	Comments		
Staff/Faculty Development	\$320,000	Contractual	Faculty	Flat amount, last year @\$1334/year
			S&C	1.8% and 1.9% of salary: range last year \$600 to \$1930/year
Staff Development	\$15,000	Governance Committee awards educational expenses, also SUNY waivers approx. \$4000		
Collegiate Development	\$6,000	Allocated to Management Confidential @ \$1500/year		
Collegiate Development	\$6,000			
Collegiate Development	\$9,000			
Collegiate Development	\$1,500			
CSEA Educational Benefit	\$25,000	Contractual for employee		
Staff/Faculty Educ Benefit	\$100,000	Contractual for spouses and dependents		
Staff/Faculty Non credit	\$5,000	Contractual for employee		
Workshops	\$35,750	<i>further breakdown available</i>		
Seminars	\$2,250	<i>further breakdown available</i>		
Innovation Projects	\$10,000	Awarded through the CTL		
Training	\$33,912	<i>further breakdown available</i>		
Sustainability Initiatives	\$6,424	Awarded through Sustainability Committee		
Total	\$575,836			

Appendix Y - Health Professions – Outside Accreditation Summary

Department / Program	Accreditation Agency	Current Accreditation Status	Last On-Site Evaluation:	Actions	Next On-Site Evaluation:
Dental Hygiene	American Dental Association (ADA), Commission on Dental Accreditation (CODA)	Approval without Reporting Requirements.	2008	N/A	2015
Diagnostic Imaging	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Accreditation for 8 yrs.	2006/2007	Interim Report due: 11/19/12	2015
Med. Lab. Tech.	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Accreditation		Self-Study Report on April 1, 2015	October 2015
Nursing	National League for Nursing Accrediting Commission (NLNAC)	Continuing Accreditation	March 4-6, 2008		Spring 2016
OTA	American Occupational Therapy Association (AOTA), Accreditation Council for Occupational Therapy Education (ACOTE).	Accreditation for a period of 10 years.	Fall 2013.	Interim Report will be due in spring 2018.	Next on-site evaluation will be scheduled within academic year 2023/2024.
PTA	American Physical Therapy Association (APTA) Commission on Accreditation in Physical Therapy Education (CAPTE)	Continued Accreditation (10 year cycle)	Effective 11/172010	Self-Study Report: 2018	2018

Last updated January 2014

Appendix Z - Newburgh Enrollment Activity Report

Orange County Community College Newburgh Enrollment Activity Report - Freeze						
	Fall 2013			Fall 2012		
	Taking at least ONE Course at Newburgh	Taking 6 or more credits at Newburgh	Taking ALL Courses at Newburgh	Taking at least ONE Course at Newburgh	Taking 6 or more credits at Newburgh	Taking ALL Courses at Newburgh
Total HEADCOUNT	1,540	1,140	1,019	1,526	1,121	993
Full Time (12 or more credit hours)	879	753	563	853	708	505
Part Time	661	387	456	673	413	488
3/4 Time (9 - 11.5 credit hours)	243	193	152	242	205	164
1/2 Time (6 - 8.5 credit hours)	287	194	188	300	208	197
< 1/2 Time (.5 - 5.5 credit hours)	131	0	116	131	0	127
Total Credit Hours	12,915.00	11,757.50	10,197.00	12,536.00	11,339.50	9,633.00
Annual FTE	430.50	391.92	339.90	417.87	377.98	321.10
Student Type:						
New, First Time	438	383	341	413	344	305
Transfer	143	108	83	130	93	70
Continuing	787	544	476	800	571	485
Returning	165	102	112	178	112	128
Concurrently Enrolled in HS	1	0	1	1	1	1
Cross Registered	0	0	0	0	0	0
Over 60 - Auditors	6	3	6	5	0	4
Matriculation Status:						
Matriculated	1,497	1,126	983	1,475	1,109	956
Non-Matriculated	43	14	36	51	12	37
Race/Ethnicity:						
Hispanic /Latino	502	383	342	471	358	322
Non-Hispanic /Latino	1038	757	677	1055	763	671
2 or more races	35	30	23	33	24	18
American Indian / Alaskan Native	4	3	4	4	1	1
Asian	35	25	22	36	21	22
Black	235	185	159	266	224	185
Nat. Hawaiian /Pacific Islander	6	6	5	5	5	5
Unknown	3	2	3	4	0	3
White	720	506	461	707	488	437
Gender:						
Males	612	469	407	596	457	373
Females	928	671	612	930	664	620
Not Reported	0	0	0	0	0	0
Age Ranges:						
Under 18	61	57	52	66	56	48
18-19	497	433	366	455	372	304
20-21	316	244	195	307	247	210
22-24	204	132	121	209	137	116
25-29	184	113	111	173	122	109
30-34	95	52	56	117	84	75
35-39	51	32	31	56	29	37
40-49	85	54	60	93	48	57
50-64	42	22	22	45	26	33
65 & Over	5	1	5	5	0	4

Appendix AA - Recommended Components of a Comprehensive Program Review

Assessment Component		Description
Program Participants		Include in final assessment report documentation of the participants involved in planning and implementing the assessment
Accreditation Status		Describe program's external accreditation status – if applicable
Table of Contents & Appendices		Include in final assessment report a Table of Contents Include in final assessment report a Table of Appendices – include relevant supporting documents and data reviewed
Executive Summary	<i>An Executive Summary is a concise summary of the key aspects of the program assessment.</i>	Briefly describe the program, assessment methods used, assessment findings and recommendations and next steps for program improvement
Assessment PLAN		Append assessment plan utilized during program review
Program Mission & Goals		Review & revise (if applicable) the program's mission and goals to ensure alignment with the College's mission and goals
Academic Master Plan (AMP)		Describe programs' alignment with AMP goals/themes Reference submission of program information to Annual Report
Program Description		Provide a brief overview of the program, including relevant program history
Past Program Assessment(s) AND Utilization of Assessment Findings		Review past assessment methods, finding and actions taken as a result of previous assessment activities/prior program review
S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, & Threats)		Identify program's strengths, weaknesses, opportunities and threats
Program Data		Review Departmental Enrollment Activity Reports (P:Drive) Review and analyze additional data – graduation rates, completion numbers, transfer rates, etc.
Curriculum Review Curriculum Review Syllabi	College Catalog	Review catalog information for currency
	Describe process for reviewing and revising curriculum to ensure that it is current and meets the needs of students Describe any (recent) changes made to curriculum	
	Review course syllabi to ensure: <ul style="list-style-type: none"> • Currency • Standardization of SLO in multi-section courses • Specific, appropriate, and measurable SLOs 	

Student Learning Outcomes SLO & Curriculum Map SLO & Assessment Methods SLO & Criteria	Student Learning Outcomes (SLO)	Describe process for reviewing and revising program's SLOs (program and course) to ensure they are relevant, measurable and achievable, address (if applicable): <ul style="list-style-type: none"> • <i>Involvement of faculty, students, and/or Advisory Board etc.</i> • <i>Accrediting agencies and/or professional organizations standards</i> • <i>Transfer and/or employment considerations</i>
	Align program's SLOs with program's courses by completing a Curriculum "Map"	
	For each SLO, describe the methods to be used for assessment (include multiple methods - both direct and indirect)	
	For each SLO, describe the criteria used to indicate if SLO is achieved	
General Education Critical Thinking, Effective Communication, Information Management and Technology Literacy	General Education	Describe how program's curriculum reinforces (relevant) GE learning outcomes (if applicable)
	Describe how the GE competencies are infused/embedded throughout the curriculum Provide example(s) of assignments/activities that give students the opportunity to practice and demonstrate their knowledge and skills as they relate to the SLO.	
External Review Team	<i>SUNY requires an External Review Team to review all assessment documents, including final report, as well as a campus visit.</i>	External Review Team's Final Report is to include a description of the program's: Strengths Weaknesses Recommendations for improvement
SUNY Required Reporting FORMS		<ul style="list-style-type: none"> • SUNY requires programs to complete and submit a "Assessment of SLO in the Major Form" • Forms can be accessed on webpage and/or P: Drive
Students	Course Evaluations	Describe methods used to determine student's satisfaction with instruction, equipment, courses and program Describe how evaluations have been used for program improvement as well as faculty professional development
Faculty Information		Describe how faculty maintain current in their respective disciplines and instructional methodologies Describe faculty service to college (ex. Governance committee works, special projects, etc.) Describe faculty workload, etc.
Assessment Results	SLO Results	For each SLO, describe the results of the assessment
	Additional Results	Include a description of additional assessment results
	Dissemination of Results	Describe how the assessment findings will be disseminated
	Utilization of Results	Describe how the assessment results will be utilized
Recommendations for Program Improvement		Using the assessment results, develop recommendations for program improvement.
References		Please list any references used during the assessment

Appendix BB – Self-Study Suggestions and Recommendations

Standard		S/R	Next Steps Notes
1 Mission & Goals	A While a formal review of the vision, mission and values is past due, it will be initiated in tandem with the regular upcoming review of the College's Strategic Plan. Further, the College is now committed to a regular cycle for review of the College's vision, mission, values, and goals, which appears within the College's institutional planning and assessment cycle.	R	
	B The College will assess the role of the Institutional Effectiveness (IE) Plan measures that lend to demonstrating success in achieving the institution's mission, goals and strategic priorities and will continue to refine those measures as changes within the institution dictate.	R	
2 Planning, Resource Allocation & Institutional Renewal	A While the College continues to make progress in the alignment of planning, budgeting, and assessment activities, it must continue to develop, enhance and integrate these processes to best measure its effectiveness and make decisions about resource allocation.	R	
	B The College must reaffirm its commitment to implementing the process of planning, assessment, and resource allocation, including the role of the PBIE Committee and the use of the PIP system as its primary tool. This should be done through a focused and thorough review of the new PIP modules, the revised timeline, and the impact of PIP and the work of the PBIE Committee upon resource allocation and planning activities beyond its discretionary funds.	R	
	C Since the College's Master Plans remain an integral part of ensuring effectiveness and focused efforts upon achieving the goals and strategic priorities, the College should identify a cycle of planning that clearly details the phases of master plan development and review and detail the connection of each plan to the IE Plan, Strategic Priorities, to each other, and to resource allocation.	R	
	D The College expects improved communication efforts to result from the planning, assessment, and resource allocation activities at the College as well as a college-wide commitment to embedding communication mechanisms to support and sustain these processes.	R	
3 Institutional Resources	A While the College is proud of its progress in identifying alternative resources to support mission and goal attainment, it has become increasingly challenging to keep internal and external stakeholders informed of funding mechanisms and opportunities. To that end, the College should develop more effective communication practices and processes, including those with respect to budgetary decisions, allocation of resources, and their linkages to mission, goals and strategic priorities.	R	

4 Leadership & Governance	A	The College should take steps to increase participation in shared governance activities among students, staff, and faculty.	S	
	B	The Executive Committee will regularly review the purpose and role of Standing committees and document procedures to better support leadership transitions within Governance as part of their formal structure and timeframe of ongoing assessment.	S	
	C	The College will seek to improve the communication and dissemination of adopted College Policies, Board Resolutions, and decisions to College constituents.	S	
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5 Administration	A	The College's effort to improve internal communication will stem from a renewed commitment to information management and comprehensive and systematic documentation and dissemination.	R	
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6 Integrity	A	The College should continue to rely upon its existing Governance structure for the regular assessment of Governance Committee policies and procedures, and the charges for each committee should reflect these assessment expectations.	S	
	B	The College should improve its processes to educate internal constituents of the College's guiding documents, including College-wide policies and procedures.	S	
	C	While the College has both formal and informal mechanisms for recognizing and celebrating employee achievements, the College should continue to review and revise how best to celebrate employee accomplishments and publicly recognize achievement.	S	
<hr/>				
7 Institutional Assessment	A	The College should evaluate and determine the role of the Governance Committees, specifically the Assessment Advisory Committee and the PBIE Committee, to identify intersections with institutional planning and assessment in order to determine how best to align and support the College's planning initiatives and assessment activities.	R	
	B	The College should continue to improve its system and practices of sharing assessment plans and results to strengthen and sustain assessment activities. Each unit of the College should be expectant to reflect upon and use assessment findings and data in order to develop and improve planning efforts.	R	
	C	The College should more formally define a formal and systematic process and schedule of review for each organizational (Vice President) unit of the College.	R	

8 Student Admissions & Retention	A	While the College is proud of its increased collaboration between Academic Affairs and Student Services and the number of initiatives focused on retention, the College must place a greater collective focus on retention and streamline initiatives College-wide to more collaboratively develop and enhance the retention efforts.	R	
9 Student Support Services	A	Collaboratively develop with Academic Affairs and Student Services more effective academic advising strategies that include connecting students to academic departments and advisors through transitional advising plans.	S	
	B	Guided by the identification and utilization of appropriate data measures and enhanced ability to track student sequence and success, the College should expand student support activities that improve students' successful completion of their developmental course sequence.	S	
10 Faculty	A	The College should expand support for day and evening adjuncts through orientation and mentoring as well as consider a single standardized process for mentoring faculty, with particular attention on adjunct faculty.	S	
	B	The College should internally define professional development and subsequently provide regular updates to the College community regarding the investment in all sources of professional development opportunities.	S	
	C	The College will review, revise, and clarify the PRT procedures, with a priority upon standardizing the departmental promotion expectations and procedures.	S	
11 Educational Offerings	A	Academic Affairs and Student Services will establish a schedule and conduct periodic and sustained reviews of curricular, co-curricular, and extra-curricular experiences.	S	
12 General Education	A	The College should increase the use of assessment results to enhance teaching effectiveness and to link student learning with expected student learning outcomes as well as increase the use of student learning assessment results at the program level.	S	
	B	Academic Affairs, through the SUNY Seamless Transfer Initiative, will adopt and implement curriculum mapping as part of the assessment of student learning outcomes, including within General Education, in order to continue to improve the College's established culture of teaching and learning assessment and to better inform students of the purpose of the General Education Requirements.	S	
	C	While the College implements rigorous and regular student learning outcome assessment within its General Education curriculum, areas to improve include further development of students' critical thinking and information management skills.	R	

13 Related Educational Activities	A	To drive continuing education programming and decisions, the College should rely upon the recently developed Continuing and Professional Education (CAPE) Strategic Plan.	S	
	B	Conduct assessment and analysis to determine viability and impact on resources (for branch campus, additional locations, and other instructional sites).	S	
	C	Establish a vision and direction for all distance learning offerings with the adoption of the next Academic Master Plan.	S	
	D	The College should utilize forthcoming recommendations from the President's task force on marketing and recruitment to improve efforts geared toward specific under-served populations.	S	
14 Assessment of Student Learning	A	Academic Affairs should establish a schedule for the regular review and updating of program and course student learning goals which includes the formal sharing of results within academic meetings.	S	
	B	The College will establish a process to more strongly tie the utilization of student learning outcome assessment findings to decision-making including those that involve the allocation of resources.	R	



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