Memorandum of Understanding

Orange County Community College

and the

State University of New York

December 2006
# Table of Contents

1.0 Campus Role and Distinctiveness ...................................................................................................................... 1
2.0 National Context: Peer Institutions ................................................................................................................... 2
3.0 Economic Impact ................................................................................................................................................. 3
4.0 Enrollment and Admissions .............................................................................................................................. 4
  4.1 Enrollment growth ........................................................................................................................................... 4
  4.2 Enrollment mix ............................................................................................................................................... 5
  4.3 Enrollment management plans .................................................................................................................... 5
  4.4 Collaboration with K-12 ............................................................................................................................. 6
5.0 Faculty ................................................................................................................................................................. 7
  5.1 Faculty profile ............................................................................................................................................... 7
  5.2 Faculty development and scholarship ........................................................................................................ 7
  5.3 Grants .......................................................................................................................................................... 8
  5.4 Faculty review: tenure and promotion ......................................................................................................... 8
  5.5 Faculty opinion and satisfaction/Faculty governance ............................................................................. 9
6.0 Academic Program Directions ........................................................................................................................ 10
  6.1 Plans and priorities ....................................................................................................................................... 10
  6.2 Teacher education ....................................................................................................................................... 10
  6.3 International programs ............................................................................................................................... 11
  6.4 Collaborative academic programming ..................................................................................................... 11
  6.5 Technology-enhanced learning environments ........................................................................................... 11
  6.6 Library services and support .................................................................................................................... 12
  6.7 Assessment of academic programs .......................................................................................................... 12
  6.8 Responsiveness to state needs .................................................................................................................. 13
7.0 Student Outcomes ............................................................................................................................................. 13
  7.1 Retention and graduation rates .................................................................................................................. 13
  7.2 Retention ..................................................................................................................................................... 14
  7.3 Graduation .................................................................................................................................................. 15
  7.4 Efforts to enhance retention rates and encourage timely graduation ...................................................... 16
  7.5 Post-graduate success: transfer and placement ....................................................................................... 16
8.0 Student Support and Student Life ..................................................................................................................... 18
9.0 Technology ........................................................................................................................................................... 19
10.0 Facilities ............................................................................................................................................................ 19
  10.1 Campus facilities plan ............................................................................................................................... 20
  10.2 Educational facilities ................................................................................................................................. 20
  10.3 Residence halls ......................................................................................................................................... 20
  10.4 Energy planning and management ......................................................................................................... 21
11.0 Administrative Structure and Resource Management .................................................................................... 21
  11.1 Administrative structure and effectiveness ............................................................................................. 21
  11.2 Institutional research capability .............................................................................................................. 21
  11.3 Alignment of resource planning and academic plans ........................................................................... 22
  11.4 Institutional development and fundraising ............................................................................................ 22
  11.5 Collaborative administrative and financial arrangements .................................................................... 23
12.0 Community Relations and Service ................................................................................................................ 23
1.0 Campus Role and Distinctiveness

Orange County Community College (OCCC) was founded in 1950 as the first county-sponsored community college in New York State. Located in one of the fastest growing regions of the State, it serves over 6,200 students with a 37-acre main campus in Middletown and extension centers in Newburgh, Central Valley, Warwick, and Port Jervis. The College offers a broad array of programs, ranging from the traditional Liberal Arts transfer programs, to occupationally oriented curricula such as Construction/Architectural Technology and Electrical Engineering Technology. Further, the Center for Business Training and Professional Development promotes economic development through business development and workforce training.

OCCC shares mission elements with all SUNY community colleges, including the following objectives:

- **Access** – providing universal access to higher education – perhaps the definitive mission element for community colleges – by removing economic, social, geographic, and more recently, temporal barriers;

- **Transfer** – preparing students for transfer to four-year institutions;

- **Career preparation** – preparing students for a first career, a career change, or career advancement;

- **Basic skills and developmental education** – assisting under-prepared students in acquiring the basic skills and knowledge that will allow them to advance to college-level work; and

- **Workforce/economic development and community service** – meeting the educational aspirations of educated adults, employees of local business and industry, and professionals seeking continuing certification, as well as local workforce development needs, including the provision of programs, events, and services for community organizations and the general public.

While OCCC embraces these mission elements, it also achieves significant distinctiveness by the College’s unique implementation of its mission as well as its particular contextual conditions. OCCC’s individuality is defined in part by the following factors:

- a strong programmatic core in the allied health area, including Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Dental Hygiene, Medical Technology, and Radiologic Technology;

- its presence at five major locations – the Newburgh Extension Center, the Port Jervis Center, the Warwick site, the Central Valley site, and the main campus in Middletown – allowing the College to effectively serve Orange County, one of New York’s fastest growing counties;
• strong financial support from Orange County, with sponsor contribution and revenue in lieu of sponsor contribution totaling 34%; and

• secured funding for a branch campus in Newburgh, including $31.8 million in state funds, $1.2 million in federal funds, and a $10 million gift from a private foundation as well as a contribution from the Orange County Legislature, the amount of which will be determined in February 2007.

2.0 National Context: Peer Institutions

Comparisons to other, similar institutions provide useful benchmarks for campuses, reinforce an institution’s confidence in existing practices, and can lead to new ideas for improvement. OCCC is one of SUNY’s medium-size community colleges, five of which – Broome, Dutchess, Finger Lakes, Mohawk Valley, and Rockland – the College selected as SUNY peers for Mission Review II. For national peers, OCCC identified six non-SUNY community colleges: Hudson County and Atlantic Cape community colleges in New Jersey; Normandale Community College in Minnesota; Lorain County Community College in Ohio; Jefferson Community College in Kentucky; and Columbia State Community College in Tennessee. At present, OCCC does not participate in the National Community College Benchmark Project.

Table 1 below summarizes comparative data for OCCC and its SUNY and non-SUNY peers.
One of the goals of Mission Review II is to compile an accurate account of SUNY’s impact on the New York State economy. To this end, System Administration has standardized employment and fiscal data across the 64-campus system and will use U.S. Bureau of Economic Analysis multipliers to calculate the total regional and state-wide impacts.

OCCC, sponsored by Orange County, has a substantial impact on the local workforce, with around 96% of its employees residing in the County. OCCC also supports the community and local economy through CAPE (Continuing and Professional Education), which offers non-credit
courses, workshops, and conferences as well as targeted vocational training. Within CAPE, the Business Training and Professional Development Center is designed to address the needs of Orange County’s dynamic and growing business community by providing courses, programs, and workshops to meet their training and development needs. Over 1,000 local businesses have used the College to train or retrain their workers over the last several years.

Recently, CAPE was reorganized into several institutes to better serve the needs of the business community. The Institute for Nonprofit Leadership is designed to increase the effectiveness and efficiency of the more than 500 nonprofit organizations in the region, and the Institute for the Health Professions has just been formed with assistance from CEO's of major healthcare organizations in the Hudson Valley. The institute format allows CAPE to concentrate on the sectors of business that have the most immediate impact on the quality of life in the Hudson Valley. The next institute to be formed will focus on health care.

The most recent economic impact study shows that the College employs 858 people and that its activities lead to another 413 people being employed. Direct expenditures amount to $41.4 million, with additional indirect expenditures amounting to $104.8 million, accounting for a total economic impact of $146.2 million (based on U.S. Bureau of Economic Analysis methodology).

### 4.0 Enrollment and Admissions

#### 4.1 Enrollment growth

OCCC is a medium-size community college with an AAFTE of almost 4,400. As shown below in Table 2, the College has projected moderate growth in AAFTE enrollment for the next five years, from almost 4,400 in Fall 2005 to slightly more than 4,800 in Fall 2010.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Fall 2005 (Actual)</th>
<th>Fall 2006 (Approved)</th>
<th>Fall 2007 (Planned)</th>
<th>Fall 2008 (Planned)</th>
<th>Fall 2009 (Planned)</th>
<th>Fall 2010 (Planned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-time FT</td>
<td>1,185</td>
<td>1,237</td>
<td>1,265</td>
<td>1,381</td>
<td>1,387</td>
<td>1,401</td>
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<tr>
<td>Transfer FT</td>
<td>182</td>
<td>182</td>
<td>184</td>
<td>186</td>
<td>188</td>
<td>195</td>
</tr>
<tr>
<td>Continuing/Returning</td>
<td>1,977</td>
<td>1,996</td>
<td>2,034</td>
<td>2,065</td>
<td>2,147</td>
<td>2,168</td>
</tr>
<tr>
<td>Total FT Undergraduate</td>
<td>3,344</td>
<td>3,415</td>
<td>3,483</td>
<td>3,632</td>
<td>3,722</td>
<td>3,764</td>
</tr>
<tr>
<td>Total FT Undergraduate</td>
<td>3,097</td>
<td>3,100</td>
<td>3,147</td>
<td>3,194</td>
<td>3,242</td>
<td>3,291</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>6,441</td>
<td>6,515</td>
<td>6,630</td>
<td>6,826</td>
<td>6,964</td>
<td>7,055</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>6,441</td>
<td>6,515</td>
<td>6,630</td>
<td>6,826</td>
<td>6,964</td>
<td>7,055</td>
</tr>
<tr>
<td>AAFTE</td>
<td>4,377</td>
<td>4,418</td>
<td>4,498</td>
<td>4,645</td>
<td>4,744</td>
<td>4,804</td>
</tr>
</tbody>
</table>

Data maintained by the State University of New York Office of Institutional Research and Analysis.

2005-06 AAFTE is estimated
Enrollment goals may be affected by external factors such as changing economic conditions, demographic shifts, and fiscal constraints. Official enrollment targets that are the basis for the University’s budget model are set annually through dialogue between campuses and System Administration, and may differ somewhat from the projections shown in Table 2.

4.2 Enrollment mix

SUNY’s 2004-08 Master Plan reaffirms the State University’s commitment as a public university to ensuring access to the full range of populations served, and therefore emphasizes student diversity as a priority goal for Mission Review II. In Fall 2004, 85% of all OCCC students were from Orange County, with 96.5% coming from New York State, and these trends are expected to continue. Male to female student ratios have historically hovered around 40:60, and this pattern is expected to continue. With respect to ethnicity, the College has a growing ethnic minority population, primarily Hispanic, reflecting the increasing Hispanic population in Orange County. To illustrate, in 1998 the College’s ethnic minority population was at 17.9%, but increased by Fall 2004 to 24.7%. The College anticipates that this percentage will continue to grow, reaching 28% by 2010.

Although Orange County is also facing an increase in the aging population, high school graduation classes should increase through 2010, so the traditional full-time day student population should continue to grow at OCCC. Enrollment by older part-time students may decline unless programs are developed to attract the aging county population, an issue that is being addressed in the College’s Academic Master Plan and Enrollment Management Plan, taking into account the NYS Project 2015.

As a specific commitment related to enrollment mix over the next five years, OCCC will:

> enhance its efforts to recruit and retain students from underserved populations.

4.3 Enrollment management plans

The College is in the process of completing its Enrollment Management Plan, which will be a working document that aligns itself with the College’s mission, vision, and values. The development of this plan supports the priorities outlined in the institution’s Strategic Master Plan which calls for the development of an Enrollment Management Plan that will support the initiatives outlined in the Academic Master Plan while strategically increasing marketing and recruitment effectiveness and improving student persistence and academic success.

Implementation of the plan will enable OCCC to address the following strategic priorities: review and realignment of the missions, operations, and staffing levels of all college departments; provision of a clear, consistent, and compelling presentation of the College and its programs and services; and provision of adequate resources so the College can realize its strategic goals. Further, the plan will inform and guide the institution’s marketing, recruitment, and retention activities. Market visibility, student centeredness, effective academic advising, technology, and student satisfaction are key components that will be fully incorporated into the plan. Moreover, the plan will call for changes in staffing levels, encourage cross-training, focus
on the development of an improved academic advising model and training program, and the development of program-specific marketing and admissions yield activities in an effort to optimize program enrollment.

Through this plan, OCCC intends to focus on improving student persistence and academic success, which will also help to ensure optimal program enrollment. In order to accomplish this goal the College has begun to implement changes in academic advising such as increasing communication with students, developing systems to promote more proactive outreach, and the creation of an assessment tool that allows students to provide ongoing feedback on the effectiveness of academic advising. The College has also hired two retention specialists who are responsible for delivering comprehensive academic advising as well as overseeing the College’s Early Alert and Telephone Retention and Persistence programs, which emphasize a systemic and integrated approach to student retention. The Early Alert program focuses on the early detection of students who may be having academic or personal difficulties, enabling the College to provide the student with the appropriate support service. Through the Telephone Retention and Persistence program, which seeks to foster a stronger connection with prospective and continuing students, a team of college staff are selected and trained to make strategic outreach calls to prospective and continuing students.

Changes in technology will also improve the delivery of enrollment and retention services, with the College migrating from the Datatel student information system to the Banner system. This change will allow OCCC to create an online environment for students, process financial aid applications more efficiently, improve data collection for decision-making, and increase the ability to track student goals, develop student academic plans, and measure success and outcomes.

As a specific commitment in this area, over the next five years OCCC will:

- continuously assess the effectiveness of its enrollment management planning to ensure optimum program enrollment; improved student persistence and academic success; online admissions, advising, and registration processes; and ongoing efforts to improve market penetration through enhanced marketing and recruitment activities.

4.4 Collaboration with K-12

The College Experience Program at OCCC, offered through the Admissions Office, provides academically qualified high school juniors and seniors an opportunity to take credit-bearing college classes with OCCC students on campus and at its extension centers. The high school students pay regular tuition based upon residency, and they attend as non-matriculated students who are not eligible for financial aid. In addition, OCCC has created a new Director of Educational Partnerships position to enhance and unify collaboration efforts with the public schools.

As a specific commitment in the area of K-12 collaboration, OCCC will:

- maintain and encourage positive relationships with public schools in Orange County.
5.0 Faculty

5.1 Faculty profile

According to projections, OCCC is expecting at least 20 faculty members of the current 125 to retire prior to 2010, with many more eligible for retirement by that time. In addition, although faculty demographics at present are reasonably close to SUNY averages, the percentage of Hispanic faculty members at OCCC is only 1.6%, and the College intends to increase this figure to 4% by 2010 in order to better match both SUNY averages and student population trends in Orange County.

Each college has to decide on the appropriate balance between full-time and adjunct faculty. Because a community college has various programs that focus on the needs of the community, it benefits the College to retain persons working in the various fields who bring their expertise to the classroom as adjunct teachers. At present, OCCC’s current ratio of full-time and part-time faculty is higher than the state average of 63% to 37%.

In the area of faculty, OCCC makes the following commitments over the next five years:

- to increase faculty diversity as new faculty are hired;
- to increase the number of faculty members who hold doctorates as new faculty are hired;
- to continue to monitor carefully the ratio of full-time to part-time faculty ensuring high standards of academic quality;
- to monitor faculty positions so as to maintain a student to faculty ratio of 18 to 1;
- to continue to actively recruit members of historically underrepresented groups; and
- to support members of underrepresented groups in the pursuit of promotion and tenure.

5.2 Faculty development and scholarship

OCCC works actively on the professional development of its faculty, and has several mechanisms to support faculty development including seminars and conference activities. Travel funds for professional conferences are provided within Academic Affairs departmental budgets, and these funds are supplemented by a central pool of which faculty access through a formal application process to the Faculty and Staff Development Committee. Further, the College’s annual Professional Development Stipend is a contractually determined amount given directly to faculty members to use at their discretion, and annual Professional Development Days bring the faculty together as whole for training workshops on various topics such as FERPA and student learning styles.

Faculty achievements and accomplishments are recognized and rewarded primarily through the granting of retention (for non-tenured faculty), tenure, or promotion. In addition, a contractual
mechanism allows for merit awards in the form of promotion, a one-time monetary award, or a monetary award that is added to the faculty member’s base salary. Finally, the College’s governance system has recently created a standing committee to facilitate the recognition of faculty through the SUNY Chancellor Awards and Distinguished Faculty designation.

In the area of faculty development and scholarship, OCCC commits to:

- continuing efforts to obtain additional extramural funding and to examine internal allocations to incrementally enhance faculty development efforts;
- developing a Center for Teaching and Learning to provide faculty support and programming that highlights best practices and current pedagogical research;
- creating a mentor program for new faculty and department chairs; and
- providing support for attendance at national conferences and benchmarking visits.

5.3 Grants

OCCC has demonstrated a long-term commitment to grant writing, having recently hired a full-time experienced grants person as Coordinator of Grants, and has provided that individual with dedicated office space, appropriate equipment, and funding for training and conferences. The College has also established the full-time position of Assistant to Coordinator of Grants. Under the leadership provided by the Coordinator of Grants, OCCC has submitted a wide range of proposals to federal, state, and private sources, including two $1.8 million Title III proposals with the most recent submission focused on retention; a $450,000 proposal on student retention to FIPSE; and a $1.2 million proposal to Student Support Services to assist disadvantaged students. The College also collaborated with System Administration and 16 community colleges to submit a $8 million Department of Labor grant. Over a three-year period the College has acquired $13 million in grants including a $1.2 million Oracle award.

In the area of grants, OCCC commits to the following over the next five years:

- to achieve a steady increase in the number of grant proposals submitted and funded, and
- to submit grants that will reflect the needs established by the Strategic Plan for advances in technology, ESL, health professions, science and mathematics.

5.4 Faculty review: tenure and promotion

As the result of a contractually determined review process, three new components were recently added to OCCC’s tenure and promotion procedures. First, a campus-wide PRT Evaluation Rating Form was developed and mandated for use for each faculty member. This form includes five categories – Teaching, Professional Development, Service to Students, Service to College and Department, and Service to Community – with a list of criteria under each that are rated on a Likert scale from 1 to 5. Second, faculty members develop and submit a self-evaluation, using
the PRT Evaluation Rating Form as a template, describing and providing examples of their competencies and activities as they relate to the rating form's categories and criteria. Third, candidates have the option to appear personally before the College's PRT Committee in order to provide additional information and answer questions as needed.

Based in part on the success of the process through which these promotion and tenure modifications were determined, OCCC's management/labor committee has been extended to function beyond contract negotiations. This committee, now called the PRT Advisory Committee, is run from the Vice President of Academic Affairs office, and meets regularly to monitor the implementation of the modifications and to continue recommending improvements. The PRT Advisory Committee has made significant progress with revising the PRT process for new faculty arriving in Fall 2006. The new PRT Guidelines document details the work that has been accomplished providing clear expectations, bringing greater consistency to the process, and assigning faculty mentors to assist with each newcomer's success. Further work will be undertaken in the 2006-07 academic year to improve the PRT process for non-tenured and tenured faculty currently employed.

As a specific commitment related to the faculty review process, OCCC will:

- encourage the inclusion of improvements in the teaching/learning process implemented by faculty, as a result of student course evaluations.

5.5 Faculty opinion and satisfaction/Faculty governance

Generally, governance at OCCC serves as the campus voice to the college administration, and it is through this structure that faculty members express their opinions on important issues and play a role in campus decision-making. The administration seeks governance approval for most major decisions and, in fact, the president of faculty governance sits on the cabinet. Overall, governance is a very collegial process at OCCC.

OCCC also participates in all faculty surveys conducted by SUNY. For example, the College's faculty recently participated in the HERI Faculty Survey, and results were shared with administration and faculty governance. Other ways of soliciting faculty opinion include surveying them on topics such as professional development needs, technology needs in the classroom and across campus, and faculty training needs.

Recently, the role of faculty governance in campus planning was greatly expanded with the formation of the Planning, Budgeting, and Institutional Effectiveness Committee. This group is charged with monitoring, overseeing, and making recommendations concerning all aspects of the planning and budgeting process, using divisional and departmental accountability as a means of both assessing and communicating institutional effectiveness.

As a commitment related to faculty opinion and satisfaction, OCCC will:

- continue to administer and analyze surveys that measure faculty satisfaction with the College.
6.0 Academic Program Directions

The Academic Master Plan presented to the Board of Trustees in Fall 2005 is at the core of the College’s Strategic Plan. OCCC’s academic leaders engaged in an extensive analysis of programs including feedback obtained from external focus groups, surveys, advisory committees, and other assessment data including the Qualitative Criteria Instrument (QCI) and the Program Prioritization Instrument (PPI). The Academic Master Plan is grounded in learning-centered principles; focused on collaborative and interdisciplinary initiatives; responsive to technology; and attentive to assessment and continuous improvement. The results of this comprehensive and system-wide view of programming and services have led to tremendous change and concrete five year goals and action plans for each program.

6.1 Plans and priorities

The OCCC leadership is working closely with SUNY and NYSED to gain branch campus status for Newburgh, with the intent to offer credit and non-credit options to meet the needs of students and the community. Based on preliminary employment trends and community and campus needs, the following programs are being considered in Phase I for the branch campus: Nursing (A.A.S.), Criminal Justice (A.A., A.A.S), Early Childhood (A.A.S.), Business Management (A.A.S.), Liberal Arts and Sciences (A.A.), Individual Studies (A.S.), Nuclear Medicine (non-credit certificate), Self Paced Education Laboratory, ESL (credit and non-credit), Office Technologies (A.A.S.), and Developmental Math. Phase II would focus on the following programs: Physical Therapy Assistant (A.A.S) Occupational Therapy Assistant (A.A.S), Business Administration (A.S), Accounting (A.S., A.A.S.), Self Paced Education Laboratory, Languages, discipline-specific support modules, and Phlebotomy

6.2 Teacher education

In order to be more effective and organized in addressing the various needs of the large number of students interested in a career in Education, OCCC established a separate Department of Education in Fall 2004 to facilitate transfer to upper division teacher education programs. This department also houses the A.A.S. program in Early Childhood Development and Care as well as the Teaching Assistant Certificate program.

Over the past two years, five existing jointly registered Teacher Education programs in Early Childhood were reorganized and reregistered with SUNY New Paltz. Planning and development of transfer programs in secondary education have now begun, and involve discussions with other area institutions concerning potential articulation or joint registration.

In the area of teacher education programs, OCCC commits to the:

- development of teacher education program proposals based on SUNY’s Teacher Education Transfer Template requirements, and
- exploration with System Administration of alternative pathways toward teacher education certification.
6.3 International programs

OCCC does not have an international program that actively recruits international students or participates in courses or programs abroad for either faculty or students. Any future plans for such programming will be identified and supported through the current Strategic and Academic Master Plan processes. At present, international students on the OCCC campus are supported by an advisor for the International Student Organization, who is also an advisor within the College’s Learning Assistance Program.

6.4 Collaborative academic programming

By pooling financial and human resources, regional collaborations offer opportunities to increase academic offerings without expense of duplication. OCCC’s jointly registered teacher education programs with SUNY New Paltz continue to be a significant and successful collaborative effort, currently including well over 100 students. Planning for additional jointly registered programs and articulations in Education is also in progress, and a proposed A.S. degree program in Human Services is expected to result in articulations with SUNY New Paltz and Mount Saint Mary College. Further, the Coalition for the Development of Direct Care Practice has expressed interest in providing significant financial support for students in this program.

In addition to the many articulation agreements OCCC has with numerous senior level institutions, the College is a full partner in a variety of multi-institutional efforts to bring students greater access to higher education. The College is a member of a mid-Hudson consortium with Rockland, Ulster County, and Sullivan County community colleges to provide joint academic programming and to maximize resources. This unique partnership is currently developing programming options for students in Emergency Medical Services, Fire and Police Protection, and Cybersecurity.

As specific objectives related to collaborative academic programming over the next five years, OCCC will:

- continue working with SUNY New Paltz in the development of jointly registered teacher education programs;
- work with System Administration to ensure financial support for Allied Health programs in order to produce the requisite number of graduates;
- continue discussions with area community colleges and universities about sharing programs and partnership opportunities; and
- participate in regional SUNY meetings to encourage collaborative programming.

6.5 Technology-enhanced learning environments

OCCC’s ability to expand technologically advanced instruction and training has been hindered by the College’s infrastructure and administrative software. OCCC has recently committed to
migrate to Banner, and has secured matching funds from Orange County over three years for implementation. An increase in the student technology fee will be used to offset the costs of migrating to Banner.

At present, OCCC is in the process of determining what platform will be used for course and program delivery. The campus has selected Blackboard and utilizes this platform for providing faculty training and the delivery of courses. Nearly one-third of all full-time faculty have gone through training and the College continues to expand its offerings in this medium.

In order to maintain and strengthen its technology-enhanced learning environments, OCCC commits to:

- continuing to increase the number of distance learning course offerings based on the College’s review and consideration of available resources, and
- proceeding with the implementation of Banner.

6.6 Library services and support

Once implementation of the Library Management System is complete, OCCC students and faculty will have access to a 64-campus common catalog of scholarly materials previously unavailable to them. Through SUNY Connect, students and faculty have access to a core set of research databases, electronic books, and reference materials specifically geared to higher education topics. Both the common catalog and core electronic resources are available to OCCC students 24 hours a day, seven days a week. SUNY Connect, by providing the research core, has made it possible to maximize OCCC’s budget dollars and focus on selecting paper and electronic resources that are designed to support specific curricular needs.

The OCCC Library has a strong library instruction program that works closely with faculty to design sessions aligned with classroom research goals. Within these student library instruction sessions, library resources including those from SUNY Connect are introduced within an academic content framework.

As a specific commitment related to library services and support, OCCC will:

- maintain appropriate levels of library funding and support to ensure strong and vibrant local collections and ongoing contributions to shared resources.

6.7 Assessment of academic programs

OCCC effectively implements the SUNY Assessment Initiative, including both the assessment of student learning outcomes in General Education and academic program review. The College has made significant progress in utilizing assessment results to enhance student learning by modifying courses and programs, creating faculty development opportunities, and acquiring needed resources.
Recognizing the value of these assessment initiatives, OCCC commits to:

- maintaining the cycle of assessment for both General Education and academic programs;
- utilizing assessment results for programmatic improvements to enhance student learning;
- implementing Strengthened Campus-Based Assessment following the timeline established by System Administration as well as the GEAR Group’s assessment guidelines; and
- supporting faculty and staff in planning and implementing assessment initiatives as well as strategically utilizing assessment findings.

6.8 Responsiveness to state needs

OCCC’s current and future academic programming is directly linked to local, regional, and state needs through its newly created vision and mission statements. The College explicitly demonstrates its commitment to serving these needs through the activities of its Center for Business Training and Professional Development, which works closely with the local Workforce Investment Board and the Newburgh Extension Center. Similarly the College’s Liberty Partnerships Program, English as a Second Language initiative, and Tech Prep program are examples of successful educational outreach to all populations in the community.

In particular, OCCC’s Newburgh Extension Center (NEC) has been one of the College’s most successful strategic efforts to provide education to the underserved. Founded in 1990 in the City of Newburgh, this center works closely with a community that needs the life success that results from a good education. Major programs include non-credit programming, workshops, and training programs with private industry. In addition, recent enrollment growth at the center has produced a mix of students that is more reflective of Newburgh’s diverse ethnic populations. To illustrate, although ethnic minority students – predominantly Hispanic and African-American – make up 25.4% of all OCCC’s students, they represent 41% of NEC’s students. Traditionally, these students have had the disproportionately highest incompletion rates, and the programming at NEC specifically aims at helping them succeed at OCCC. Recently the College and the community have been striving toward developing the NEC into a branch campus of OCCC.

7.0 Student Outcomes

7.1 Retention and graduation rates

Although retention and graduation rates are quantitative in nature, a true grasp of these processes requires an understanding of important related qualitative issues. In particular, at OCCC the remedial population has increased significantly over the last several years. For example, in Fall 2005 the first-time full-time cohort included 28% of students who tested into two or more remedial courses and 50% who tested into one or more of these courses, compared to 23% and 33%, respectively, just five years ago.
7.2 Retention

As shown below in Table 3, OCCC’s third-semester retention rates are consistently below the average for its SUNY community college peers, but slightly above the third-semester rates of its national peers.

Table 3

Retention Rates of First-time Students in Associate Degree Programs

<table>
<thead>
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<td>Fall 1997</td>
<td>100%</td>
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<td>62.2%</td>
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<td>Fall 1998</td>
<td>100%</td>
<td>79.6%</td>
<td>81.1%</td>
<td>62.6%</td>
<td>62.7%</td>
<td>62.4%</td>
<td>56.2%</td>
<td>53.8%</td>
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<tr>
<td></td>
<td>746</td>
<td>594</td>
<td>467</td>
<td>401</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fall 1999</td>
<td>100%</td>
<td>75.0%</td>
<td>81.0%</td>
<td>59.2%</td>
<td>62.6%</td>
<td>61.9%</td>
<td>56.1%</td>
<td>50.1%</td>
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<tr>
<td></td>
<td>801</td>
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<td>474</td>
<td>401</td>
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<tr>
<td>Fall 2000</td>
<td>100%</td>
<td>77.4%</td>
<td>81.3%</td>
<td>59.2%</td>
<td>63.7%</td>
<td>63.0%</td>
<td>54.8%</td>
<td>52.5%</td>
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<tr>
<td></td>
<td>748</td>
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<td>Fall 2001</td>
<td>100%</td>
<td>75.6%</td>
<td>81.9%</td>
<td>56.7%</td>
<td>64.4%</td>
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<td>483</td>
<td>416</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>100%</td>
<td>76.2%</td>
<td>81.3%</td>
<td>58.2%</td>
<td>63.1%</td>
<td>61.6%</td>
<td>57.1%</td>
<td>47.8%</td>
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<tr>
<td></td>
<td>995</td>
<td>758</td>
<td>579</td>
<td>476</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2003</td>
<td>100%</td>
<td>75.2%</td>
<td>80.8%</td>
<td>58.6%</td>
<td>62.7%</td>
<td>62.3%</td>
<td>58.2%</td>
<td>49.7%</td>
</tr>
<tr>
<td></td>
<td>1,008</td>
<td>758</td>
<td>591</td>
<td>501</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Note: Data maintained by the State University of New York Office of Institutional Research and Analysis.

1 Includes students enrolled in associate degree programs at SUNY’s medium community colleges at Broome, Corning, Dutchess, Finger Lakes, Genesee, Jamestown, Mohawk Valley, Niagara, Onondaga, Orange and Rockland.

2 National average for community colleges of similar size for the Fall 1998 through Fall 2002 Cohorts taken from the College Board Annual Survey of Colleges and Universities; Fall 2003 Cohort taken from the Integrated Postsecondary Education Data System (IPEDS) Fall 2004 Enrollment Survey.

Specific projections for improved retention rates in three and five years are shown below in Table 4. Overall, OCCC’s goal is to meet or exceed the SUNY averages in this regard.

Table 4

Projected Changes in Retention Rates

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Retention Rate</td>
<td>58.6%</td>
<td>61.6%</td>
<td>62.7%</td>
</tr>
</tbody>
</table>

Data for 2004 are from 2003 cohort of first-time, full-time students

As additional commitments in the area of improving student retention, OCCC will:
Memorandum of Understanding II

Orange County Community College

> increase fall-to-fall retention by 1% per year through 2010, reaching the community college average; and

> continue to collect and analyze data by students’ goal at entry and maximize the percentage of students reporting a goal.

7.3 Graduation

OCCC’s graduation rates have been inconsistent over the years, and have not reached the two-, three-, or four-year average rates for the SUNY community colleges overall or for its SUNY peer community colleges. These rates for first-time students in associate degree programs beginning in Fall 1996 are shown below in Table 5.

Table 5

Graduation Rates of First-time Full-time Students in Associate Degree Programs

<table>
<thead>
<tr>
<th>Initial Term (Cohort Size)</th>
<th>Two Years or Less</th>
<th>Three Years</th>
<th>Four Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1996 (n=706)</td>
<td>5.1%</td>
<td>13.1%</td>
<td>18.4%</td>
</tr>
<tr>
<td>Fall 1997 (n=805)</td>
<td>7.2%</td>
<td>12.9%</td>
<td>20.2%</td>
</tr>
<tr>
<td>Fall 1998 (n=746)</td>
<td>7.0%</td>
<td>12.6%</td>
<td>23.2%</td>
</tr>
<tr>
<td>Fall 1999 (n=801)</td>
<td>6.2%</td>
<td>12.7%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Fall 2000 (n=748)</td>
<td>8.8%</td>
<td>12.6%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Fall 2001 (n=852)</td>
<td>4.2%</td>
<td>12.2%</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

Note: Data maintained by the State University of New York Office of Institutional Research and Analysis.

¹ Includes students enrolled in associate degree programs at SUNY’s medium community colleges at Broome, Corning, Dutchess, Finger Lakes, Genesee, Jamestown, Mohawk Valley, Niagara, Onondaga, Orange and Rockland.

² National average for community colleges of similar size; Source: Integrated Postsecondary Education Data System (IPEDS).

The College has established three- and five-year goals for improving two-, three-, and four-year graduation rates, shown below in Table 6.
Memorandum of Understanding II

Orange County Community College

Table 6

Projected Changes in Graduation Rates

<table>
<thead>
<tr>
<th>Years to Graduation</th>
<th>2005</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>4.2%</td>
<td>5.2%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Three</td>
<td>17.4%</td>
<td>18.5%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Four</td>
<td>24.2%</td>
<td>27.0%</td>
<td>29.0%</td>
</tr>
</tbody>
</table>

Data for 2005 are from 2001 cohort of first-time, full-time students

OCCC’s specific commitment with respect to improving student graduation rates is to:

- raise graduation rates between 0.5% and 1% per year through 2010, reaching the SUNY community college average.

7.4 Efforts to enhance retention rates and encourage timely graduation

OCCC has applied to Title III for $1.8 million to support a Retention Initiative. Under the grant, the College would create a standing Retention Committee and permanent Retention Plan; create a new First Year Experience program as the focal point of retention activities; strengthen existing services for advising, counseling, tutoring, and other remedial efforts; make the core enrollment processes (e.g., admissions, financial aid) available online; and unite all efforts in this comprehensive Retention Initiative. Under the grant a Director of Retention, a Director of Development Programming, and three new Retention Specialists/Advisors would be hired, and all positions created would be sustained after the grant funding ended.

As specific commitments intended to enhance retention rates and encourage timely graduation, OCCC will:

- measure student success by matching students’ educational goals upon admission with outcomes, and

- report students’ educational goals upon admission in the Student Data Survey.

7.5 Post-graduate success: transfer and placement

OCCC’s efforts to facilitate successful transfer are coordinated within the College’s Counseling Center. The Center’s Transfer Counselor – as well as other knowledgeable counselors, faculty, and staff – work closely with OCCC students who plan on transferring for further study. As a member of the New York State Transfer Articulation Association, the Counseling Center Transfer Counselor maintains close contact with many colleges throughout the SUNY system as well as with private institutions in and out of state to ensure that the most current information is available for students. In addition, each year the College holds a two-day transfer fair in which over 100 colleges participate; this fair provides students with the opportunity to meet with transfer college representatives and discuss transfer options.
Memorandum of Understanding

To help campuses assess this important outcome, System Administration makes available to community colleges information concerning the numbers and destinations of students who transfer to another college or university. These reports detail the persistence success of the campus' former students and their successful education outcomes two, three, and four years following transfer; these outcomes include graduation from the initial receiving school or other SUNY school as well as transfer to another college or university, either within or outside SUNY. This information, along with data from the National Student Clearinghouse and institutional data on students' self-reported transfer plans, provides the institution with important indicators regarding the success of its transfer program. Successful educational outcomes of students transferring out of OCCC to a SUNY senior institution are provided in Table 7. OCCC's goal is to aspire to meet or exceed SUNY averages.

Table 7

Educational Outcomes for Students Transferring Out of the Institution

| First-Year Retention Rates of Students Transferring into a SUNY Baccalaureate Program |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
|                                 | With Associate Degree            |                                 | Without Associate Degree        |                                 |                                |                                |                                |                                |                                |                                |                                |                                |                                |                                |
| Initial Term (Total Cohort)     | Orange County                    | SUNY Community Colleges         | SUNY Peers                      | Orange County                    | SUNY Community Colleges         | SUNY Peers                      |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 1997 (n=148)              | 87                              | 79.3%                          | 75.2%                           | 61                              | 68.9%                          | 71.7%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 1998 (n=156)              | 97                              | 83.5%                          | 79.9%                           | 59                              | 91.5%                          | 69.3%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 1999 (n=199)              | 117                             | 89.7%                          | 79.7%                           | 82                              | 75.6%                          | 69.3%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 2000 (n=146)              | 86                              | 83.7%                          | 81.0%                           | 60                              | 85.0%                          | 72.3%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 2001 (n=156)              | 59                              | 84.7%                          | 80.3%                           | 97                              | 82.3%                          | 73.2%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 2002 (n=144)              | 74                              | 87.8%                          | 79.7%                           | 70                              | 78.6%                          | 73.4%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 2003 (n=130)              | 70                              | 82.9%                          | 80.9%                           | 60                              | 73.3%                          | 71.5%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 2004 (n=132)              | 60                              | 86.7%                          | 79.5%                           | 72                              | 73.6%                          | 75.0%                           |                                |                                |                                |                                |                                |                                |                                |                                |

| Four-Year Graduation Rates of Students Transferring into a SUNY Baccalaureate Program |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
|                                 | With Associate Degree            |                                | Without Associate Degree        |                                |                                |                                |                                |                                |                                |                                |                                |                                |                                |                                |
| Initial Term (Total Cohort)     | Orange County                    | SUNY Community Colleges         | SUNY Peers                      | Orange County                    | SUNY Community Colleges         | SUNY Peers                      |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 1997 (n=148)              | 87                              | 58.6%                          | 65.8%                           | 61                              | 27.9%                          | 54.0%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 1998 (n=156)              | 97                              | 73.2%                          | 69.2%                           | 59                              | 69.5%                          | 52.5%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 1999 (n=159)              | 117                             | 82.9%                          | 69.5%                           | 82                              | 63.4%                          | 52.6%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 2000 (n=146)              | 86                              | 77.9%                          | 70.2%                           | 60                              | 71.7%                          | 56.5%                           |                                |                                |                                |                                |                                |                                |                                |                                |
| Fall 2001 (n=156)              | 59                              | 78.0%                          | 69.7%                           | 67                              | 69.1%                          | 55.1%                           |                                |                                |                                |                                |                                |                                |                                |                                |

Note: Data maintained by the State University Office of Institutional Research and Analysis. Retention and graduation rates are calculated at the receiving SUNY senior institution one and four years post-transfer, respectively.

1 Includes transfer students from SUNY's medium community colleges at Broome, Corning, Dutchess, Finger Lakes, Genesee, Jamestown, Mohawk Valley, Niagara County, Onondaga, Orange County and Rockland.

2 Four-year graduation rates for the 2001 cohort are preliminary as not all late-degree clearances are included; posted figures may be slightly below actual graduation rates.
As specific commitments related to students’ post-graduate success:

- System Administration will continue to collect and make available data detailing persistence and other successful education outcomes for OCCC transfer students; and

- OCCC will incorporate information derived from these data sources as well as other sources into its assessment of institutional effectiveness.

8.0 Student Support and Student Life

OCCC has a vast array of support services specifically designed to ensure student success. These services are delivered in a variety of formats including infusion into the academic programming. Services delivered through the Office for Disability Services, Tutorial Center, Learning Assistance Services, Honors Program, and a variety of academic open computer laboratories are designed to provide the necessary student support so that all students have the opportunity to succeed. Following OCCC’s Technology and Academic Master Plans the College is aggressively updating student computer laboratories, classrooms, and library technology. Planned improvements in academic advising, a renewed focus on internships and service learning opportunities, and the utilization of technology to gain ongoing feedback from students will further enhance the quality and effectiveness of campus support services.

The overall effectiveness of OCCC’s student life programming is measured through a combination of random surveys of the student body combined with the Student Senate, the Student Activities Committee, and student clubs as focus groups. Effectiveness relative to peer institutions is most often assessed by students participating in conferences such as the SUNY Student Assembly and the National Association for Campus Activities.

Currently two main surveys are used for institutional planning, the SUNY Student Opinion Survey (SOS) and the OCCC Graduate Survey. The results of these surveys are reported to administrators, faculty, and staff to be used in institutional planning. The College also participates in the SUNY Alumni Survey when it is administered.

As specific commitments in the area of student support and student life, OCCC will:

- continue to administer surveys of student perceptions of the campus, including the CCSSE, which will be a part of the SUNY-wide Strengthened Campus-Based Assessment beginning in Spring 2009;

- analyze the results of the various surveys and incorporate them into the College’s planning process;

- continue to increase student support and student life programming; and

- infuse technology into student support and student life programming and assessment.
9.0 Technology

The structure of the College was recently reorganized to create a Vice President for Institutional Technology position which was filled during Summer 2004, and additional changes were implemented as a result of that reorganization. At present, the College is in the process of implementing the Banner Finance Module and the Operational Data Store.

During the next five years, all of System Administration’s Institutional Research Systems will be retired and replaced with new systems that will be more effective in supporting the transfer articulation function in the two-year sector, and will provide campus presidents access to better information for benchmarking. The new systems require that campuses prepare new file extracts for submission to System Administration, and in a few cases, provide information that was not requested in the past, but has a high value for both campuses and System Administration. In order to implement the new Institutional Research Systems,

- System Administration will provide information and guidance to plan for the transition and assist with training;
- OCCC will put in place an implementation plan and allocate resources to meet the implementation schedule;
- OCCC will ensure an uninterrupted flow of information to meet state and federal reporting requirements; and
- OCCC will establish a robust process to review the accuracy and completeness of information submitted to System Administration.

10.0 Facilities

The College’s main campus, located in Middletown, New York, is twenty-five miles west of the City of Newburgh. Composed of approximately twenty acres of landscaped grounds and nine acres of parking, the campus is surrounded by residential neighborhoods and traversed by two city streets. Of the twenty buildings, six primarily house academic departments and classrooms. One (Horton Hall) is used for class, but also houses Facilities Department offices, while two are dedicated to student life, student services, and dining.

Two of OCCC’s main campus buildings constructed in 1955 – Sarah Wells and Hudson halls – need to be replaced by larger, more efficient buildings in order to increase classroom space. The space utilization strategies incorporated in the College’s current Master Plan and resources for preventative maintenance programs are provided for in the annual operating budget.

The current Newburgh Extension Center consists of approximately 65,000 square feet of leased space in the Key Bank Building on Broadway, including 31,000 square feet of instructional space. Plans for a branch campus in Newburgh are moving toward completion.
10.1 Campus facilities plan

In SUNY’s 1998-2003 multi-year plan, OCCC utilized its capital allocation on various critical maintenance projects, including HVAC upgrades, elevators, and campus-wide ADA accessibility. In the current multi-year plan for 2003-08, OCCC was appropriated $4.4 million in bond funding, $618,000 in hard dollar funding, and $296,300 in technology funding, totaling more than $5.3 million from the State. In the first two years of this multi-year plan, 27% of the total funding allocation has supported critical maintenance items such as roof repair and a library interior rehabilitation project.

As a result of executive add-ons to the 2005-06 SUNY capital budget, OCCC also received $15 million for the Newburgh Campus project and $809,000 for a Master Plan project. Similarly, in the proposed 2006-07 executive budget, the College is earmarked to receive an additional $15 million to advance the Newburgh Campus project; this budget was approved April 1, 2006. The campus has also received local sponsor support in the amount of $400,000 to fund a feasibility study for the Newburgh Campus project.

In September 2005, OCCC engaged the firm of JMZ Architects and Planners to prepare a Master Plan Update for the Middletown Campus and to guide the site selection process for a branch campus in the City of Newburgh. The Master Plan Update was completed and adopted by the College’s Board of Trustees on May 8, 2006, and the Orange County Legislature selected a site for the branch campus project on October 5, 2006.

10.2 Educational facilities

OCCC’s three top facilities priorities, as identified in the updated Master Plan, are as follows:

1. Newburgh Branch Campus Construction (215,000 square feet at an estimated cost of $90 million, with an estimated completion date of 2009).

2. Science and Technology Building Construction (109,000 square feet at an estimated cost of $38.9 million, with an estimated completion date of 2010).

3. Harriman Hall Renovation (55,000 square feet at an estimated cost of $11.3 million, with an estimated completion date of 2012).

10.3 Residence halls

Although there are no residence halls at this time on the OCCC campus, there is some interest in exploring the possibility of building such facilities. No plans have yet been finalized.

To further investigate the viability of building residence halls, the College commits to:

- conducting a feasibility study to include available housing types, construction specifications, and financing options; and
 Memorandum of Understanding II

Orange County Community College

- developing a plan for student life activities, student conduct, supervision, and support services required for such facilities.

10.4 Energy planning and management

Because energy costs are rapidly increasing and becoming a larger portion of an institution’s budget, energy planning and management is a critical component of campus planning and is of interest to SUNY System Administration. OCCC has implemented a demand-side reduction program campus-wide, and has installed an energy management system to improve operating efficiencies. Further, all new HVAC capital projects incorporate a review of existing equipment and replacement by more energy efficient models. The College currently participates in a cooperative buying venture for the purchase of electricity through Strategic Plan Management and gas through Econnergy.

11.0 Administrative Structure and Resource Management

11.1 Administrative structure and effectiveness

Orange County Community College’s current administrative structure has five vice presidents reporting to the President. The five vice president structure defines academic, administrative and financial, institutional advancement, branch campus, and student affairs areas. The reporting structure for these areas allows for operational efficiencies.

11.2 Institutional research capability

OCCC has an Institutional Research Officer who reports to the Vice President of Administration and is a member of the President’s Cabinet; one professional staff member supports the Institutional Research Officer’s position. Overall, OCCC’s Institutional Research Office serves as the information center for the College, and is responsible for coordinating external surveys, reporting, and providing data for internal planning and decision-making. The office is also responsible for administering a variety of student surveys measuring student satisfaction and post-graduate outcomes, and supports academic departments by conducting employer surveys. Whenever possible, the office has automated the survey process at OCCC.

Future plans for enhancing institutional research include migration to Banner and developing a Web portal so the campus can share information more easily for internal decision-making. Other plans include a Web version of the transfer tracking database and a broad effort to make information available to the campus community online.

As specific commitments related to institutional research, OCCC will continue:

- to comply with all routine System data requests, with particular attention to distance learning, student goals, remedial instruction, and concurrently enrolled high school students; and

- to increase reliance on data for improving planning and making decisions.
11.3 Alignment of resource planning and academic plans

The charge of the College’s Planning Committee is to formulate areas of concentration for the next year’s budgeting priorities which are consistent with the goals and objectives established by the Board of Trustees. In recent years, the committee has been given progress reports from each vice president on goals met from the previous year and any adjustments that were made due to budget or staffing constraints, where applicable. Every effort is made to fund targeted initiatives.

At present, academic department and program and enrollment planning are being addressed through the Strategic Plan, Academic Master Plan, and Enrollment Management Plan processes. These plans will be directly linked to the budget process when finalized and OCCC’s new Planning, Budgeting and Institutional Effectiveness Committee is firmly established.

As a part of future resource planning, OCCC commits to:

- increasing the use of assessment measures in data-based planning,
- measuring financial plans against the Strategic Plan priorities, and
- assessing the effectiveness of the strategic plan in linking assessment, strategic planning, and strategic budgeting.

In addition, the effectiveness and efficiency of OCCC’s resource planning is gauged through projections of the College’s fund balance, a review of historic information provided to the College by SUNY, and by participation in discussions with fiscal personnel. As a part of future resource planning and taking into account state aid adjustments, OCCC commits to:

- taking every opportunity to move the student share of the College’s net operating costs toward the statutory one-third;
- taking every opportunity to re-achieve the statutory 26.7% minimum local share percent of net operating costs; and
- maintaining the level of fund balance reserves as recommended by SUNY.

11.4 Institutional development and fundraising

In an effort to address issues raised in the recent Middle States Self Study Report, the College’s pending Strategic Plan, and the SUNY Chancellor’s $3 Billion Challenge, OCCC is in the process of creating a college-wide Resource Development Plan. This plan will identify three to five fundraising initiatives that OCCC will focus on during the next five to seven years. Because the Resource Development Plan is a subset of the institution’s Academic Master Plan, funding strategies for academic quality and programming will be fundamental to the document.

Additional initiatives on the OCCC campus to support the $3 Billion Challenge are reorganization within the Office of Institutional Advancement, consolidation of leadership of the
alumni association and educational foundation, and improved database management of constituent records.

OCCC’s specific commitment for fundraising is to:

- raise $4 million by 2012 toward the Chancellor’s $3 Billion Challenge Campaign by conducting a capital campaign.

11.5 Collaborative administrative and financial arrangements

The College partnered with Citizens’ Communications Corporation to design, build, and maintain an up-to-date telecommunications laboratory at the Middletown Campus. Over the next few years, Citizens will also create a College-wide wireless environment. In addition, over the past two years the College has developed partnerships with Microsoft, Dell, Cisco Systems, and Oracle, all of which are providing valuable engineering systems support and equipment upgrades. The College also partners with Orange County government for copier and recycling services, and savings to the College should average about $150,000 annually.

12.0 Community Relations and Service

Each year, OCCC offers numerous extra-curricular and cultural activities that involve the community. These activities include art gallery exhibits, lecture series, a diverse series of programs including dance, music, theater, film and lectures, public school student events, and music concerts. In addition, members of the college community serve on outside committees and boards, and many volunteer in service organizations.

* * * *

This Memorandum of Understanding was developed jointly by Orange County Community College and the State University of New York System Administration to provide guidance for planning the campus’s future and a framework for gauging the achievement of its goals. Recognizing that individual institutions and the State University as a whole must be able to respond to changing circumstances, both Orange County Community College and System Administration will work together to realize the goals and objectives articulated in this document.

William Richards, President
Orange County Community College

John R. Ryan, Chancellor
State University of New York