Student Services Master Plan

2010-2015

Orange County Community College · 1950

Future Directions

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ACKNOWLEDGEMENTS

This document was made possible through the unwavering support of the College's President, Dr. William Richards and the Board of Trustees. Every member of Student Services contributed to this plan providing guidance, information, recommendations and feedback. I believe that a document created in isolation is most likely doomed to a long shelf life. While a document created collaboratively with input from all constituents will be sustainable and breathe life into the organization. This is not a document written solely by the area's leadership. Significant contributions were made by support staff, faculty, members outside of Student Services, members of the professional staff, and the area's leadership team. Everyone in Student Services has demonstrated a commitment to excellence, student success, productivity, and evolution. We have focused on developing a culture that is not afraid to accept constructive criticism, learn from our mistakes, embrace assessment and improvement, build on our successes, and respect one another's beliefs and ideas. We have a vision for the future and together we have and will continue to advance our mission and the overall priorities of the college. This document will serve as our road map for the coming years as we strive to meet the strategic goals we have set.

Paul Broadie, II
Vice President for Student Services

Vice President's Overview

Introduction

SUNY Orange Student Services area is comprised of Admissions, Advising and Counseling, Career and Internship Services, Disability Services, Enrollment Management, Financial Aid, Health Services, Judicial Affairs, Records and Registration, Student Activities, and Student Support Initiatives (Organizational Chart: Appendix A). The Student Services Mission is as follows:

> Student Services is dedicated to attracting, enrolling and sustaining a diverse student population. Through an array of exemplary programs and services we provide the assistance, connection, guidance and supports that enable students to successfully achieve their academic and personal goals.

> We encourage:
> - Intellectual growth
> - Clarification of goals
> - Appreciation of cultural diversity
> - Healthy lifestyle choices
> - Positive and realistic self-appraisal
> - Compliance with the Student Code of Conduct
> - Appropriate academic, career and personal choices
> - Independent and cooperative work styles
> - The development of effective and meaningful communication skills
> - The values of community and community service

Student Services is committed to providing high quality service and facilitating student success as evidenced by its mission and focus.

It is important for an organization to take an inward look at itself in order to ensure that it is fulfilling its mission and goals as well as meeting the needs of its constituents. Our direction and focus is guided by the College strategic priorities, the Academic Master Plan and the student affairs profession CAS standards. An honest evaluation of Student Services strengths, weaknesses, threats and opportunities has enabled us to develop a clear vision of our future direction. An evaluation exercise conducted at our division meeting provided the initial inward assessment of the area. This exercise was thoughtful and provided every member of the Student Services area, as well as individuals outside of the area, the opportunity to contribute to this assessment and the Plan's development. Feedback gathered during this exercise was designed to

elicit open and honest input. The information was compiled into four major themes: what we are doing well, what we can improve, what current policies and procedures need more clarification or need revision, and what current practices may no longer be necessary. Sub-themes that emerged included: collaborations, services, communication, processes, training, technology, forms and procedures. This assessment has formed the basis for the Student Services Master Plan which emphasizes providing superior student service, facilitating student success, efficiency, technology utilization, productivity and addressing each of the strategic priorities.

This plan has been grounded in research and has been informed by proven student development theories and student development professional standards. Guidance for this plan and the development of the Student Services strategic priorities have stemmed from the College's Strategic Master Plan and the Academic Master Plan. These two plans have shaped our focus and direction for the next five years.

Research-based framework

As articulated in the Council for the Advancement of Standards in Higher Education (CAS) it is important for programs, services and the overall plan for Student Services to be guided by theories and research that inform and allow reflection and assessment of existing practices. SUNY Orange has explored as well as experienced trends that are evident in the research. The area is focused on addressing and responding to each of the emerging trends found in the research and this is evident in our operation. Theories such as Chickering's Seven Vectors of Student Development, Astin's Involvement Theory, and Hettler's Wellness Model help to guide decisions. This section provides a snapshot of the research used to inform our direction.

Over the years, community colleges have become increasingly popular and have experienced record enrollment nationwide. This trend is beginning to level off and will eventually result in declining enrollment as the pool of high school graduates levels off. Despite this, it is anticipated that community colleges will remain the most popular form of higher education in the nation. They have become the driving force in workforce development and provide educational access to over half of the students enrolled in higher education institutions (Henry, 2000). Although community colleges play a critical role in the United States higher educational system they have faced reduced funding support, particularly at the state level ("Colleges Hard Hit"author, 2009). In the face of declining resources institutions must focus on sound fiscal management, effective planning, increased productivity and efficiency (Huba,

Kenton, Schuh, & Shelley, 2005). Given this outlook colleges must develop plans to ensure employee effectiveness and efficiency, and explore joint partnerships and programming (Greengard, 2009). Community Colleges must be prepared to face these challenges as well as other challenges students present when they arrive on campus.

SUNY Orange is experiencing several of these trends. More students today are not traditional aged students and many of them work and attend school part-time. These students are more diverse in terms of ethnicity, race, and gender. We are also grappling with an increasing population of underprepared students in need of remediation. As highlighted in the Spellings Report: A Test of Leadership (U.S Department of Education, 2006) more students are arriving on campus underprepared in need of remedial education. Institutions of higher education experience students that bring their unique needs to the campus environment with the expectation that Academic Affairs and Student Services faculty and staff will be there to address their needs (Brady, 1999).

As institutions strive to increase retention, persistence, and graduation rates, it is imperative that they create an environment that promotes student success. This environment is built on collaborative efforts that focus on what is best for the student. While there are several collaborations that must occur within the institution, one of the most critical is the collaboration between Academic Affairs and Student Services. Professionals in Student Services and Academic Affairs have the opportunity to create an environment that fosters holistic student development. These two areas are responsible for ensuring student learning through curricular and co-curricular activities. Both areas play an important role in the development of students (Kramer, 2007).

Academic Affairs and Student Services faculty and staff must work together to address the needs of students. The two areas need to form partnerships across administrative lines. Together they must develop an understanding of the student population they serve and jointly develop programs, projects, policies, support services, and strategies that will foster student success (Cawthon & Havice, 2003). The students of today with their varying needs are relying on higher education to address their life needs, increase their knowledge-base, and open the doors to a prosperous future. The partnership between Academic Affairs and Student Services is critical to creating a seamless learning environment for students.

According to Schroeder (1999) partnerships between Student Services and Academic Affairs have led to the holistic development and overall success of students. Institutions that have encouraged collaboration between the two areas have experienced improved student satisfaction, higher student grades, a greater understanding of coursework, increased faculty-student interaction, higher levels of student learning and improved retention, persistence, and graduation rates. Members of Project DEEP (Documenting Effective Educational Practice) have studied several institutions that administered the National Survey of Student Engagement and ranked above average in the areas of academic challenge, collaborative learning, faculty student interaction, rewarding educational experiences, and supportive campus environment. Each institution boasted higher than average graduation rates and they all had two things in common, a strong commitment to student success supported and exhibited by campus leadership and a strong partnership between Student Services and Academic Affairs (Kinzie & Kuh, 2004). As institutions focus on creating effective learning environments campus-wide, both areas must move beyond their comfort zone and traditional boundaries. The areas need to serve on committees together, they must work jointly on task forces focused on ensuring student progress and success, they should co-teach, share information on student needs and demographics, set up seamless referral networks, and look for ways to work with students outside the classroom (Kezar, 2003).

In their article titled, "Preserving Student Affairs in Times of Fiscal Constraint: A Case History," Bischoff and Scott (2000) emphasized that the relationship between higher education institutions across the United States and the federal and state government had changed. The authors highlighted the dramatic decreases in funding and discussed how the reductions in support forced institutions to raise tuition, cut expenses, reduce programs, and reallocate resources. Bischoff and Scott (2000) hypothesized that the difficult financial situation facing higher education will continue well into the future. They indicated that this will force colleges to increase tuition; placing an increased financial burden on the students which will lead to a demand for better service, state of the art technology, and updated facilities. This article also highlighted that higher education institutions will be faced with the need to comply with federal and state mandates that strive for accountability. According to the authors these mandates will usually be unfunded and place an additional burden on the institution. Given the changing times, increased demands and the challenges facing higher education, a concentrated plan for Student

Services that supports the institutional direction has become increasingly important. In the article titled, "Designing Student Affairs Organizational Structures: Perceptions of Senior Student Affairs Officers," Kuk & Banning (2009) posited that the area of Student Services has become more complex and vital to the institution. According to the authors, increased demands for a variety of programs and services have positioned Student Services units as critical components of student success and a major influence on a student's educational experience.

SUNY Orange Student Services is focused on addressing anticipated challenges, capitalizing on future and existing opportunities, and ensuring that we meet the demands of our stakeholders.

Professional Guiding Standards

Council for the Advancement of Standards in Higher Education (CAS)

The CAS standards contribute to informing our practices, policies, procedures, and services delivery. CAS is the premier organization focused on promoting standards and guidelines of practice for Student Services programs. The organization produces an industry-wide respected book of professional standards and self-assessment guides for utilization by Student Services areas. The overall focus of CAS is to foster and enhance student learning, development, and achievement, and to promote good citizenship. Fourteen CAS standards exist that respond to current student issues and trends, encourage sound pedagogy and effective management. These standards have been written so that they tie into areas consistent with most institutional missions. The 14 areas are as follows: mission, program, leadership, human resources, ethics, legal responsibilities, equity and access, diversity, organization and management, campus and external relations, financial resources, technology, facilities and equipment, and assessment and evaluation.

Additional Professional Guidance

In addition to the CAS standards the areas of Student Services is guided by the following professional organizations with a focus on service delivery, assessment, professional development, and currency. Information and materials from these organizations serve as an additional resource to help us develop best practices. These organizations include, the National Association of Student Personnel Administrators (NASPA), the American College Personnel Association (ACPA), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the National Academic Advising Association (NACADA), and the

National Association for Colleges and Employers (NACE). A complete listing is available in Appendix B. One such professional organization, ACPA, embraces core values that emphasize the advancement and dissemination of knowledge relevant to college students and their learning, and to the effectiveness of Student Services professionals and their institutions. Each of these organizations is focused on similar core values.

Institutional Underpinning

The institution's mission, Strategic Priorities, and Academic Master Plan are at the heart of all of SUNY Orange's operations, services and current and future direction. These were critical components that provided the underpinning and foundation for this comprehensive plan for Student Services. It is important for institutions to strive to create a shared vision while removing functional silos that inhibit student success and holistic development. All areas of the college must understand that each is instrumental in contributing to student learning and fostering student success (Boggs, 2006). These plans provide the guidance for an institution-wide commitment to student success and learning facilitated by a shared vision and common goals. These plans assist in clarifying our purpose and common objectives. According to Kohn & O'Connell (2007), this approach serves to make it difficult for functional silos to continue to operate as if it exists for itself and its own needs.

The College's mission vision and values, the 2009-2014 Strategic Plan, and the Academic Master Plan themes are highlighted below.

SUNY Orange Mission Vision & Values

VISION

We will be the best college in the SUNY System, the college of choice for all Orange County citizens. We welcome all as individuals, ensure academic and intellectual challenge, and mentor all in a caring, supportive environment. Students will remember the College as one of their most richly rewarding experiences, the compass that guides their continued development. We consistently renew our promise to be a most rigorous and caring academic institution, to provide visionary leadership, and to create a symphony of opportunity for personal and professional growth. We aspire to be the most efficient in shepherding public resources and to be a strategic force in enhancing the quality of life in Orange County and beyond.

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.

VALUES

> As community college educators our professional lives are informed by shared values of mutual respect, integrity in the rigorous and honest pursuit of academic inquiry, and a commitment to the highest standards of excellence in all we do. We further value a spirited dedication to service, a celebration of culturally rich campus environs, and the gathering to our community of the most varied mixture of maturity, ethnicity, patterns of thought, language and spirituality. Our sense of ethical and democratic responsibility bonds us to one another. All those who come here will experience at SUNY Orange a sense of belonging to a special community of learners and will speak with pride of our openness and inspiration in the creation of the strongest sense of local and global community.

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2009-2014 SUNY Orange Strategic Plan Priorities

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Priority I
Refine and strengthen the College's Academic Master Plan. Implementation of the Academic Master Plan will be supported by a Facilities Plan, a Technology Plan, a Resource Development Plan, and an Enrollment Management Plan.

Priority II
Increase effectiveness of planning and resource allocation to allow for data- and research-driven decision-making regarding College operations and programming

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.

Academic Master Plan Themes

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

➢ STUDENTS
        Advising
        Extracurricular activities
        Learning Assistance initiatives
        Library support
        Retention initiatives

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

➢ TECHNOLOGY
        Develop regular replacement plans
        Ensure instruction meets industry standards
        Provide Angel Shells for course utilization

➢ FACILITIES
        Equipment (establish a baseline and a regular replacement plan)
        Furniture/furnishing (establish a baseline and a regular replacement plan)
        Space limitations -
                - instructional space
                - storage space
                - office space
                - recognition that new buildings on campus will have major impact
                  on programs

➢ PROFESSIONAL DEVELOPMENT
        Academic technology training
        Using Center for Teaching and Learning to address needs identified in the
        Academic Master Plan
        Fostering an atmosphere of collaboration (e.g. Interdisciplinary endeavors)

Adjunct and new faculty mentoring and support

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

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

This Student Services Plan has been aligned with each of these institutional priorities and themes. This ensures that the focus of Student Services is consistent with the overall institutional focus as we strive to meet and exceed the needs of our students and the community at large. The following section discusses the core priorities for Student Services that serve to inform and guide the department specific priorities for the next five years.

Student Services Core Priorities

2010 -2015

Student Services Core Priorities 2010 -2015

This Plan discusses advances and future directions for Student Services prepared in consultation with all members of Student Services. Each area's section discusses their focused assessments leading to new approaches, collaboration and partnership, the Newburgh Campus, and their individual five year goals that support the overarching Student Services priorities. Imbedded throughout are the following supporting themes: maintaining currency in programming, improving technology and service offerings, analyzing data, responding to feedback, identifying emerging trends and stakeholder needs, addressing the varying needs of a diverse student population, responding to changes in federal and state regulations and legal requirements, developing enrollment, academic advising, and retention strategies to facilitate student success and goal completion, ensure adequate and appropriate facilities to deliver student services functions and meet area demands, accessibility, sustainability, collaboration, and provide all staff with professional development opportunities that will enhance their professional growth and contribute to the success of Student Services. The overarching goals for 2010- 2015 are as follows:

Programming & Service

- ➢ Continue to develop and utilize assessment instruments and data to make informed decisions and foster continuous improvement

- ➢ Continue to focus on the growth and development of the Newburgh Campus fostering the creation of its own identity while ensuring that the two campus / one college model provides seamlessness for all students

Efficiency and Effectiveness

- ➢ Ensure that all areas remain current and compliant with all state and federal laws

- ➢ Continuously monitor staffing levels and adjust based on analysis

- ➢ Finalize and assess the implementation of the "One-Stop" Student Services operation at the Newburgh Campus

- ➢ Expand the "One-Stop" Student Services model to the Middletown Campus

- Explore the development of a Wellness Center approach to address campus-wide health and wellness matters, implement if supported by findings

- Place an emphasis on student focused career and internship, leadership, and co-curricular opportunities

- Develop a centralized Call Center for Student Services

- Explore ways to enhance the colleges sustainability efforts

Student Success & Access

- Develop strategies to ensure and increase access and accessibility

- Provide all student new to the college with a comprehensive orientation

- Collaborate with Academic Affairs to develop and implement strategies to ensure the retention and success of under-prepared students

- Work closely with Academic Affairs to address institutional priorities and facilitate student learning and growth

- Facilitate student success, growth and goal completion

- Work closely with the Grants Office to secure alternative funding to address and improve programming, service delivery, retention and student goal completion

- Facilitate the campus-wide promotion of health, wellness, and safety

Professional Development

- Encourage, promote and seek professional growth and development opportunities for all Student Services employees

Technology

- Explore, introduce and utilize technology designed to improve operations, enhance communication, streamline service, and increase productivity and efficiency.

- Expand document imaging throughout Student Services; explore and implement utilization college-wide as appropriate

Collaboration & Partnership

➢ Support the priorities of the Academic Master Plan and the College's strategic focus
➢ Foster collaborations and partnerships both internal and external

➢ Led by the Office of Enrollment Management, work collaboratively with Academic Affairs and Institutional Advancement to develop recruitment strategies and new audiences, plan yield activities, establish program enrollment targets, and communication plans

Facilities

➢ Upgrade facilities and existing space utilization to provide optimal service, productivity, efficiency and effectiveness

DEPARTMENT SPECIFIC

REVIEW & GOALS

2010 -2015

Admission & Recruitment

The Admissions Office has made significant advancements in our ability to serve prospective and current students alike. We have added several new initiatives and revised some of our long standing procedures in order to optimize our resources and take full advantage of the technology available. Community college enrollment across the country is currently strong but is expected to level off before a projected decrease in number of high school graduates nationwide. This will be coupled with increased competition from areas colleges, private institutions, and proprietary schools. Given these projections, the Admissions Office is committed to employing creative strategies to attract a diverse student body of learners. These markets will move beyond traditional aged students and place an additional emphasis on attracting non-traditional students with proven recruitment strategies.

Looking Back – Assessment / Review

Through a variety of new initiatives and ongoing enhancements to our regular programming, we have been able to expand our reach to prospective students, school counselors, and community stakeholders while focusing on accessibility for both traditional and non-traditional student populations. This has been achieved utilizing the following strategies:

Admissions Information Sessions

We adjusted the manner in which we introduce prospective student to the college. In the past we would meet with students on a walk-in basis which presented challenges in the consistent delivery of service particularly during peak periods. Moreover, utilization of this format only allowed for on-on-one discussions with perspective students that were limited by staff availability. After a full review and assessment of this format we decided to implement a process that would more thoroughly introduce a student to the college while capitalizing on staff resources. The new process involved the development of Admissions Information Sessions for prospective students and their parents that are conducted weekly at multiple times and on both campuses. The Admissions Information Sessions are focused on engaging prospective students and addressing their questions about the college, its programs, and services. These sessions have also been expanded to off-campus venues such as local mall. The sessions provide students with information regarding academics, student support services, college life, and paying for college. These interactive sessions provide students with a comprehensive overview of the college

necessary for them to make an informed decision. This format has enhanced our ability to deliver consistent information and provides a level of detail that was absent prior to adopting this model.

Program Information Sessions

Currently, we host program information sessions that specifically target the health professions. This model has proven to be the most efficient and effective format for delivering information to large numbers of prospective applicants interested these competitive programs. Given the success of this approach we will be exploring the possibility of working collaboratively with department chairs and Institutional Advancement (communications/ marketing) to develop similar program specific information sessions for high demand programs, specialized programs and new programs as they are developed.

Accepted Yield Activities

In an effort to ensure optimal access and increase the breadth and scope of information presented to our accepted students we revamped our accepted student program. The program which was traditionally held on a weekday evening and only allowed for brief program related conversations with faculty and department chairs. This format did not provide the opportunity for students to get to know the campus and explore all of their areas of interest. To allow for greater parent and student involvement, the program was expanded to a Saturday half day format which includes campus tours, department specific orientations, financial aid workshops and a student panel. Since moving to this format informal and formal surveys have revealed positive reactions from students, parents, faculty and staff. Future yield comparisons will provide additional insight into the success of the new format.

Health Professions Admissions Process

After a careful review and collection of feedback, the Admissions Office, in conjunction with the Health Professions Division chairs, implemented new processes and procedures for selection of students into our Health Professions programs. This adjustment was the result of the increasing competitive nature of our health professions programs and our efforts to ensure the most equitable and fair selection criteria designed to enroll students who demonstrate the ability to achieve success and reach their intended goals. Our process now takes into consideration academic performance in addition to courses completed. Student are now evaluated using a formula that considers the student's overall GPA, total credits completed towards their program, county of residence, and percentage of total coursework taken at SUNY Orange.

We will continue to refine and assess our review processes with input from department chairs.

Technology

In order to more efficiently and effectively serve students the Admissions Office has made a commitment to the utilization of technology to service delivery and automate processes. To that end, technology has played a critical role in enhancing our service to prospective students. Through Banner, OnBase Document Imaging, Nextbook, and other vendors, we have been able to streamline our processes and provide students with the information they need delivered in a variety of formats that fit the diverse modalities utilized by our prospective student base. A review of this area yielded the following enhancements:

Banner

- We now process all Health Professions applications within the Banner system which has eliminated the confusion and double entries that resulted from the utilization of multiple databases.
- We have customized our entire acceptance letter based on student information and next steps in the admissions process through an interface with Banner.

OnBase Document Imaging

Since May 2008, the Admissions Office has been scanning high school and college transcripts of our applicants. The adoption of document imaging has allowed us to be more efficient and provide more expedient service to our prospective students as well as staff who need to have access to application information. On Base access has allowed for utilization beyond the office of admission which has improved service and productivity between the two campuses and throughout various offices within the college. The most significant impact of the document imaging project is that it has enabled us to bridge the physical gap between campuses and depend less on traditional delivery methods (mail and fax). This has resulted in reduced processing times, higher productivity, and overall better student service. As we continue to move towards a paperless environment we will witness a significant positive impact on our college-wide sustainability initiative.

Nextbook (Online viewbook)

The Viewbook is the premier outreach piece for the college. In the past, we have been successful with the distribution of paper copies of the viewbook. However, given the trend

toward convenience and immediate access we looked for additional delivery formats for the viewbook. This resulted in the creation of an online viewbook designed to provide instant access. As an added benefit this allowed us to confidently reduce the number of print copies by a few thousand…saving the college money and helping in our sustainability efforts.

Web Enhancements

A further assessment of our communication with the public, productivity and efficiency has resulted in several enhancements to our web page. We continue to add many new capabilities to our website such as downloadable forms which eventually will lead to the development of forms that have the capability of being completed and submitted electronically directly into our system. This will require assistance from the IT department and may require software upgrades or purchases. Given the increasing volumes of calls we have decided to develop a frequently asked questions (FAQ) section for our webpage. This will aid students by addressing common questions. In line with providing more information utilizing technology we have developed a webpage specifically designed for high school counselors. This page now provides guidance counselors access to information without the need for them to call the office and enables them to more readily work with their students. In order to increase efficiency and service to our prospective students we have contracted with Signup4 to enhance our online event registration. This enables individuals to sign up online for admissions related events. This system allows reminders and additional information to be sent electronically. Since acquiring Singup4 we have noticed a reduction in calls, greater electronic information delivery reducing the reliance on postage and paper, and an overall increase in efficiency and coupled with improved service to prospective students.

Data

The college migrated to the Banner system with the focus of being able to more readily access data and make data driven decisions. Since the inception of Banner several enrollment reports have been created enabling us to make better decisions, drawn comparisons, and track enrollment trends and make more informed marketing and yield activity related decisions. As we move forward we will continue this strong commitment to data. To aid in report development a data team has been formed made up of key areas of the college. This team is essential in determining what data elements must be tracked and is critical to helping inform college

decisions. In particular, it will inform and help us better focus our marketing, recruitment and yield efforts.

Collaborations and Partnerships

The Admissions Office is committed to establishing and maintaining partnerships with internal and external constituencies in an effort to recruit students, ensure access, deliver information, and provide support to our stakeholders. We remain committed to community outreach and working with schools, businesses, and organizations to reach both traditional and non-traditional prospective students. Internal partnership and collaboration is critical to the success of the office. The Academic Master Plan and work with the Academic Vice President, the Academic Associate Vice Presidents, Department Chairs, and Faculty will help shape our efforts and our future direction with regard to target recruitment areas, specific outreach efforts, program marketing, and target audiences. Continued close collaboration with Institutional Advancement (marketing & communications) will help inform our communication plan and the College's advertising efforts designed to support enrollment growth and the program priorities as outlined in the Academic Master Plan. Finally, we will continue to partner with other departments within student services such as Financial Aid, Records and Registration and Advising & Counseling to ensure that we are providing seamless service to students and working collaboratively to enroll new students.

Newburgh Campus

The growth at the Newburgh Campus is projected to continue. Given this growth over the next several years the Office will develop a focused recruitment plan for the campus. This plan will be informed by the program offerings. The Admissions Office will increase its outreach to the Newburgh community and the surrounding areas as well as its presence and activities held on the campus and in the community. Successful programs will be modeled and new programs specific to the campus will be developed.

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Looking ahead for 2011-15

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The Admissions Office goals and priorities for 2011-15 have been informed and by the College's Strategic Plan and the Academic Master Plan.

- Enhance accessibility and help diverse groups "connect" with the college
- Specifically target nontraditional students through focused outreach efforts (i.e. adults, displaced adult workers, veterans)

- Reach out to underserved communities to recruit students and develop awareness.
- Enhance access utilizing technology and multi-lingual recruitment materials
- Partner with business, schools, and community organizations to facilitate targeted recruitment and outreach activities.

Advising and Counseling

As an integral part of Student Services and the broader college community, the Advising and Counseling staff of academic advisors and personal counselors collaborates with students in developing the resources, skills and knowledge to pursue their academic, career and personal goals.

The Center strives to

- Provide relevant, accurate and timely information;

- Enable students to be self-directed and self-sufficient;

- Work in partnerships with Academic Affairs and Student Services departments to promote student success; and

- Assess programs and office operations to improve our services to students.

Looking Back – Assessment/Review

Students are admitted to SUNY Orange in the fall and spring semesters and initially advised by the staff of the Advising and Counseling Center. In addition, readmitted students and continuing students who did not or could not meet with their assigned advisor are advised in this office as well. The volume of student traffic, especially in the weeks immediately preceding the start of the semester, presented a challenge and burden to the staff. Long wait times, the mix of new, continuing and readmitted students, and the practice of "first come, first served," did little to support a positive or productive advising experience. Challenged by these realities and faced with enrollment growth, the Advising and Counseling staff implemented new strategies to better support students and enhance their advising experience.

New START (New **ST**udent **A**dvising and **R**egistration **T**utorial**)**

In collaboration with the AVP for Enrollment Management, the Advising and Counseling Center instituted mandatory pre-advising and registration sessions for all students new to SUNY Orange. New START sessions are offered regularly on both the Middletown and Newburgh campuses, in the months preceding the start of each semester. Sessions are scheduled at various times through the week to ensure flexibility and access. The sessions are small (13-15 students

at the Middletown campus; 5-8 students at the Newburgh campus) and, at the conclusion of the workshop, each student meets one-on-one with an academic advisor to plan their schedule before registering for classes.

New START Workshop Goals:

- Orient students to the college and its services;

- Describe the college's academic offerings, policies and expectations;

- Direct students to important campus resources and sources of information;

- Explain the course selection and registration process;

- Prepare students for their conversations with advisors and establish the students' role in the decision-making process;

- Discuss administrative policies, financial aid and payment options

- Outline steps students must take before classes begin.

Feedback from both students and Advisors has been very positive, with 97% of students who responded to the follow-up survey (given after every session) saying they found the session to be helpful. Students have indicated that the workshop is informative and gives them a better understanding of the college, processes and resources. Advisors have also indicated that students come to them better prepared and with a greater understanding of their role as a student in the advising process.

This initiative is a continuation of the Center's effort to promote a developmental approach to advising. It is anticipated that as these students move into their second semester, they will be more knowledgeable about their degree requirements, the advising and registration processes, and the College's policies and procedures. The ultimate goal is to have students be more self-sufficient in their course-selection and registration, allowing Advisors more time to discuss students' individual educational and career goals.

New START sessions are designed and intended to provide in-coming students (new and transfer) a fuller and more focused introduction to the College. Rather than rely on an individual advisor to convey important administrative information and orient each student to the College, this responsibility now rests with the workshop presenters – members of the Student Services staff, academic departments and peer advisors who guide students through the 45 minute Power Point.

A hands-on computer lab portion of the New START sessions has been introduced to further enhance the New Start program. It is being piloted on the Middletown campus and utilizes Peer Advisors to deliver the lab component. The New START presentation was reworked to make it more interactive for students. Now students are instructed on how to navigate the SUNY Orange website, log into MySUNYOrange, review their academic and financial aid information, and look up classes. This experience helps students to become more comfortable with the information and tools available to them online, further empowering them with increased self-sufficiency.

Increased Accessibility & Distribution of Advising Information

In an effort to continually improve communication we have taken the following approach. In cooperation with Academic Affairs, the flow of information related to academic and advising issues has been formalized and has created a more even and thorough distribution throughout the campus. Advising updates, including important changes, reminders and resources, are regularly distributed by the Advising Center Director to the Center staff, faculty advisors and academic departments, to ensure that all advisors have the most current and accurate information when assisting students. Advisors also regularly attend academic division and department meetings and serve on various academic committees to stay current on academic changes and plans, and to offer pertinent student and advising information for consideration in these decisions. Faculty members facilitate this exchange of information by assisting as advisors in the Advising Center during peak periods. This gives these faculty members greater insight into the advising process and information, which they may then share with other members of their departments, and allows students to meet with faculty from a variety of disciplines. Finally, the Director of Advising and Counseling has been engaged in regular meetings with the academic AVPs and the VPAA regarding the state of academic advising campus-wide. It is hoped that

these continued discussions will lead to more effective advising practices and services throughout the college, and to this end the Advising Center Director, Assistant Director and an academic AVP have attended a NACADA working institute to begin development of a comprehensive Academic Advising strategy.

The Advising Center has also developed an online advising resource for professional and faculty advisors, including important forms, policies, updates and reminders. It also includes a searchable Advising Updates database, where advisors may review the most current information, or search by academic department or keyword. Serving as a virtual "E-Advising Manual", this resource helps to more efficiently and effectively provide faculty advisors with the information and tools necessary for them assist students. The Advising Center also provides Advisor training for new faculty members so they are prepared to begin advising students in their second year, and Advising Refreshers for all current Advisors who are planning to assist in the Advising Center or simply want to review and refresh their advising skills.

The Advising Center continues to increase its contact with students by offering and participating in a number of programs throughout the campus, including teaching College Success and Career Planning classes, independently and as part of the Learning Communities. Advisors also participate in the Campus Connections portion of the Summer Institute, an accelerated developmental program, and the Center has developed a College Success Workshop series, which help students to develop and enhance important college skills (time management, study skills, etc.) at academically strategic points during the semester. The Center also coordinates a Transfer Fair, hosts transfer representatives and offers workshops on transfer processes, and advisors participate in Student Services programs and events such as the Graduation Fair, Admissions Open House, IConnect week and the Club Fair. Additionally, the Advising Center is increasing its use of Peer Advisors to help answer student questions, coordinate New START programs, and assist students with course scheduling and online registration. These programs and involvements increase the number of student contacts outside of the Advising Center, providing additional opportunities for advisors to offer critical information to students, as well as explain and encourage use of the Advising Center's services.

Assessment Activities

It is important to regularly review Advising Center activities and to solicit feedback from students and staff. Each semester a staff meeting is devoted to reflecting on the most recent registration period. The comments and insights offered by advisors are communicated to the AVP for Enrollment Management and the academic AVPs. Often items can be addressed and changes made to improve the next advising/registration cycle.

The Advising Center is also increasing its efforts to collect feedback from students. In an effort to gauge the effectiveness of our services, we collect evaluation forms at the end of each New START session, and collect general comment cards in the reception area.

The Advising Center staff has also been actively engaged in developing an Advising Assessment plan, including the creation of a mission, goals, learning and delivery outcomes, and the mapping of activities and strategies to achieve them, The implementation of a formal assessment plan will allow for more thorough and accurate evaluation of our services and processes, and provide solid information for continued improvement and growth.

Center Staffing and Scheduling

The Advising and Counseling Center relies on faculty advisors in addition to full-time staff during peak advising and registration periods. Training is on-going so that all academic advisors can provide students current and complete information about courses and programs but also be able to respond to the administrative and procedural questions that invariably arise. With implementation of New START workshops, the Advising and Counseling Center Director and Assistant Director now provide training to workshop presenters as well.

The Advising and Counseling Center operates on an expanded schedule during registration periods to accommodate an increase in student traffic. The Center has had success in implementing "walk-in hours" for continuing students. In an effort to better serve every student and eliminate long wait times, the Center provides set times each day to handle different student groups. The ability to manage traffic flow and maximize staff resources is the result of planning and oversight that benefits both students and the advising staff.

Expanded Veteran Outreach and Resources

Outreach to students who are currently serving or have previously served in the military has increased through an expanded webpage, email and letter correspondence, and postings throughout the campus. The Advising and Counseling Center expanded Veteran services further by designating an Advisor to specialize in assisting veterans, and to offer workshops and programming targeted to veteran students' needs and interests. In addition to providing information and resources, it is hoped that these opportunities would help veteran students to better engage with the College and each another, and will facilitate the development of a veteran students club.

In order to provide better service to veteran students attending the Newburgh campus, the Veteran student Advisor has been spending one day a week there, so she can ensure that information, programming and services are available there as well, and act as a liaison for their certification needs.

Technology

Technology is essential for the Advising and Counseling Center. Utilizing a variety of tools, the Center has been able to expand its service to students. These include utilization of Smart boards in classes and workshop presentations, increased access to Banner functions, and advisor access to OnBase. Each of the advisors received training in using Angel, the online course development program, in order that we may begin to provide online access to our workshops and classes. We have also begun development of online screencast tutorials, which incorporate screen shots and voiceover to guide students through a computer process, to help students navigate Banner, register online and interpret their degree evaluations.   The continued expansion of our website, particularly the E-Advising webpage, further helps to empower students by allowing them to access information and have questions answered at their convenience.

Students now make appointments for New START sessions using an online events management system (SignUp4), which is easier for students and frees reception to assist waiting students. The addition of the hands-on computer lab portion of the New START sessions also

help to further their self-sufficiency by ensuring that students are familiar with the technology and website necessary to access their student information and many of the College's resources.

The utilization of technology will continue to be a focus for the office in the years to come.

Collaborations/Partnerships

Advising and Counseling continues to seek new partnership opportunities to enhance services to students and promote access. A strong relationship has been formed between the Center and various community based agencies. The highlight of the Advising and Counseling partnerships is the relationship with the Orange County Department of Mental Health and Occupations Inc., a human services agency that provides support and services for individuals seeking mental health assistance. A representative from Occupations Inc. holds office hours on both campuses and serves as a referral resource to various mental health and human service agencies in the county. This individual also works with the Center to coordinate workshops and screenings targeted to students' mental health needs. Going forward, the Occupations, Inc. representative will coordinate with Advising and Counseling and Health Services to further expand our mental health programming and services

As the status of a student moves from a new student to that of a continuing student, keeping them engaged in the decision-making process becomes critical. Working with the Records and Registration Office regarding target dates, we developed an early educational outreach program so that students are fully informed about upcoming registration and advising activities and deadlines. We also work with academic AVPs and department chairs to engage faculty in encouraging a higher percentage of eligible students to register online and to use online resources. With the typically tight timeframe between the Fall and Spring semesters, it is important to continue our efforts to get currently enrolled students advised and registered prior to turning our focus to new students.

Increased office efficiency, collaboration with academic departments and the development of key programming for students will help to support these priorities, and are incorporated into the Advising Center's long-term goals.

Newburgh Campus

Particular focus has been on the Advising Center's staffing, services, and procedures on the Newburgh campus. Procedures, policies and tools have been reviewed and aligned between the two campuses so that students may have a more consistent advising experience. As part of these efforts to better align services, advisors from each campus have begun "campus swapping", where they each spend regularly scheduled days working on the other campus. This includes the swapping of Advisors who specialize in a particular area, such as veterans, transfer or personal counseling, so that these services and programs may be available to students on both campuses.

Looking Ahead 2011 -15

Long Term Goals:

- Continue trend toward empowering students with responsibility for their academic decisions through means such as supporting increased online registration, re-examining processes that require students to meet with an advisor, making additional information available online, etc.
- Increase the Center's efficiency and effectiveness by using data to align advisor staffing to coincide with peaks in student traffic, and focusing on large, long term process and programming options that may enable us to serve large numbers of students in more efficient ways.
- Increase and improve our area's collaboration with academic departments to enhance informational flow, provide advising assistance and training, and help to clarify the role of academic and faculty advising within the larger context of the College as a whole.
- More completely and effectively utilize Peer Advisors for advising programs and assisting students with basic information and decision-making.
- Continue to improve services to the general student population and to target populations, including veterans, returning adults, under-prepared and those needing mental health assistance, through expanded resources, programming and availability.

- Launch online assessment tool and review student responses regarding their advising experience.
- Explore utilization of advising software (e.g. Advisor Trac) to improve service delivery.

<center>**Career & Internship Services**</center>

Over the past few years the Office of Career & Internship Services has embarked on a major effort to reach out to the student population and to the academic departments, as well as to other Student Services offices on campus. Informing the college community of the many services our office has to offer has been a priority. Additionally, we have worked diligently on creating and expanding internship opportunities for our students, both credit and non-credit experiences, and we have developed up-to-date career related programs and materials that benefit our students and alumni.

Career access, innovative programming, and internship development will continue to be a focus for the office during the coming years.

<center>**Looking Back – Assessment/Review**</center>

Through the implementation of a variety of new initiatives and enhanced programming, we have been able to reach a record number of students, introduce them to internship opportunities, and career resources. We were able to achieve this utilizing the following strategies:

Marketing

The "Connect with Career Services" initiative was instituted to address the lack of campus and student awareness of the services and resources offered by our office, and to increase student and faculty use of these services. The office lacked a systematic approach in its marketing and outreach efforts and this initiative was implemented to address this need. Surveys of students and visits with department heads, faculty and Student Services representatives confirmed that the services provided by our office met the expectations of these constituent groups, but the lack of awareness needed to be addressed. In order to address this need, we created new marketing materials: tri-folds which can be provided during any number of outreach events; posters which are prominently displayed on campus; and bookmarks which list our services. We began participating in a number of student activity events drawing students in through contests, games, and prizes. Throughout the year we set up informational tables in different campus buildings with materials announcing upcoming events and services; these are often linked to different holidays throughout the year. We also keep in touch with the various student clubs and organizations and address their membership when invited to do so.

This comprehensive marketing approach has enhanced our ability to reach out to many more students, faculty, and staff and has resulted in an increased use of our services. Our efforts were recognized most recently by the SUNY Career Development Organization when they awarded us with the Award for Excellence in Programming for our recruitment efforts. A comprehensive marketing strategy will continue to direct our outreach efforts in the coming years.

Internships

Focus groups and reports from the employer community and local economic development agencies maintain that college graduates are not always work ready; they lack workforce-ready skills and don't always know how to behave in a professional environment. The feedback has been that educational institutions must do a better job to produce graduates ready for careers that will contribute to economic growth. The latest economic downturn has created a very competitive job market, and students are beginning to realize the importance of practical work experience. We have seen an increase in students looking for internships and in an effort to expand the internship opportunities at SUNY Orange, the Office of Career & Internship Services was able to secure a part-time position through a Career and Technical Education Act (CTEA) grant. This individual works closely with the credit departments, students and employers.

As we expand our internship program, we must consider the recent enforcement of Department of Labor (DOL) regulations pertaining to the use of unpaid, non-credit internships. This development requires us to adopt a college-wide policy which will determine our stance on student placements.

Programs

After careful review and assessment of our programs, we created several new workshops, upgraded others, made webinars available to students, and instituted new programming initiatives. The rise of the use of social networking sites for job search purposes, the competitive nature of the job market, and the need for job seekers to "brand" themselves all gave rise to new workshops. New materials were created for parents to assist them with their students' career development efforts, and a Green Career Reference Guide was compiled for the students' use.

New programming initiatives included a campus-wide Speed Networking event modeled after the speed dating phenomenon which was supported by HR representatives from local

companies, the business club and business department. Given the success of this program, we will explore the possibility of working collaboratively with other departments and clubs to develop similar programs.

During the past year the Office worked closely with the new Alumni Council Coordinator in order to engage alumni in our online Career Advisory Network (CAN), whose focus is to engage alumni as mentors and career advisors.   Additionally, we promoted our services to our graduates by attending alumni council meetings, sent informational letters to recent graduates, and participated in the annual graduation fair which is held in February.

Ongoing assessments and careful review of career service literature, professional development activities, and local as well as national career trends will keep us abreast of new program needs and services.

Technology

Technology has greatly enhanced the service delivery capability of our office and has played a critical role in improving the services to our students and alumni. Our online Career Management System (Career Job Bank) allows us to provide access to job postings 24/7 for both students and employers. Webinars have allowed us to bring the most current, up-to-date career related information to our students. Focus, our online career assessment tool, helps students narrow down career options. Our web page is continually updated and we add new capabilities to our website to help increase student access to our information; PodCasts, and an e-newsletter are examples. In line with providing more information, students, alumni, and community members now have the ability to ask a career-related question online and receive a response within a couple of hours. Our Office uses LinkedIn and Facebook to reach out to students and the employer community.

Data

The new online Career Management System has been very helpful in obtaining employer and student data and running corresponding reports. Since the inception of the Career Management System we have been able to track employer information and student statistics. This, in turn, has helped us with our employer outreach efforts. We collect workshop evaluation forms which provide us with a satisfactions rating, but do not indicate long-range student impact and outcomes.   This type of data is much more difficult to determine and to obtain. Student sign-in sheets allow us to monitor visits to the office, and the purpose of the visit which in turn will

help us determine future programming and staffing needs. Student surveys, completed at the end of each office visit, help us to assess the effectiveness of the assistance provided, and employer surveys have been helpful in assessing our annual job fair.

Collaborations and Partnerships

Academic Departments - The office works closely with all academic departments to help set up internship opportunities for their students. Several academic departments have invited us to speak to their students regarding career development issues. We are awaiting the approval of an interdisciplinary credit course for internships for those students whose major does not offer an internship class.

Business Community - Outreach efforts to the business community are ongoing. We continue to engage employers with our Job Fair and provide recruitment opportunities for them on campus. Employers are invited to participate on employer panels and we enlist them to participate in our job bank posting vacancies and internship opportunities.   Developing connections with workforce leaders provides the office with vital information pertaining to workforce trends, emerging career opportunities and first-hand knowledge regarding workforce skill requirements.

Continuing & Professional Education - We partnered with the College's Continuing Education Department, specifically the Office for Business Solutions. Both offices work with the local employer community, and through collaboration this year, we shared leads and created job and internship opportunities for our students.

Off-Campus presentations - As part of our outreach efforts and service to the community, the office makes presentations and conducts job search workshops throughout the county.

The Newburgh Campus

Many of our efforts have been focused on assessing the needs of the Newburgh campus. In the next few years, staffing will be enhanced to address the delivery of services to students at the campus. Strategies will include internal marketing, the distribution of promotional materials, and maintained utilization of the job posting board. Special efforts will be made to reach out to and communicate with undeclared students. In preparation for the increased presence, the director aims to meet with different Newburgh faculty members in order to educate them about our services and to jointly develop strategies to meet the career development needs of our

students. There are also plans to invite speakers who can address the student body about careers and various employment issues, and to recruit more employers to use the Newburgh campus for recruitment activities.

The office believes that the most ideal location for the new career services presence in Newburgh is in an area with high student traffic, near the entrance to the main lobby in the building with the most classrooms and busiest class schedule.

Looking Ahead for 2011-2015

The goals and priorities of the Office of Career & Internship Services are closely aligned with the College's five strategic priorities:

Priority I

Develop and expand internship opportunities:

- Support the creation of an interdisciplinary credit internship course.
- Promote internship and other experiential learning opportunities to students.

Priority I

Develop connections with workforce leaders to enhance skill development:

- Increase employer participation in programs that meet students' career and employment needs.
- Enhance employer services.
- Collaborate with CAPE to help identify and reach employers.

Priority II

Improve the collection, usefulness, and availability of planning data:

- Utilize assessment findings based on data collection and survey instruments to determine optimal staffing in Middletown.
- Utilize data findings to determine career development priorities at Newburgh.

Priority III

Develop an aggressive alumni outreach and communication plan:

- Work collaboratively with the Alumni Council to increase programming for and with alumni.

- Increase outreach efforts to new graduates.

Priority IV

Make the college a leader in sustainable education and training:

- Expand the career resource information on green technology and sustainability jobs.

Priority V

Expand and enhance programs, services and operations to ensure the college is accessible to all members of the community:

- Utilize technology to enhance students' access to career service activities.

- Integrate and increase career related activities with academic departments.

Disability Services

The Office of Disability Services (ODS) is committed to promoting equal access and opportunities to qualified students with disabilities. Our goal is to increase awareness of disability issues and provide opportunities for students with disabilities to fully integrate into the college community.

Service Delivery:

Program components include academic, personal and career advising, assistance to identify and apply for financial aid, success workshops, mid semester progress reports, and other services to increase the likelihood of continued enrollment and academic progress.

Looking Back – Assessment/Review

Based upon formative and summative evaluations of the services we offer, the Office of Disabilities Services has adopted an "interactional model". The interactional model of disability believes the interactions between the students and the campus community has a profound influence on retention and degree completion by students with disabilities. This model also suggests that academic and social integration, not "normalization" is what students need to be successful in college. Such integration requires as much adjustment on the part of non-disabled students, faculty, and staff as by students with disabilities. Given this, the ODS staff continues to believe that emphasizing the academic and social integration of students with disabilities into campus life, will prove to be effective in promoting student development, while abiding by the tenets of the American with Disabilities Act.

As a result of our assessment we have implemented the following list of initiatives which show promise as we address the needs of our student body:

Part-time Transition Specialist position

Through the CTEA grant we have been able to hire a part-time transition specialist whose role is to focus on working with high schools and the community to help familiarize them with

the services available for students with disabilities and to help guide a student's transition from the high school setting to the college environment.

Hours of availability

Realizing that the lack of evening hours did not allow us to provide sufficient service to the evening population, evening hours were added. This has provided easier access to services for students and their families unable to attend daytime appointments. It has also increased the personal contact with evening instructors, providing them with some additional information to section 504 and ADA regulations.

Electronic access to materials

By updating our website, we have been able to upload our Intake Application which all students who request services must complete. By allowing parents/students access to the Intake Application online, we have received positive feedback on how easy it is to fill out and be able to come to their appointment with the application completed, rather than doing it in the office when they come in for their appointment.

Workshop development

Continuous survey of our students and their needs, has allowed us to design workshops to meet the needs of ODS students. We have offered workshops on time management, stress management, tips on how to study for your finals with impressive numbers of students attending the workshops.

Assessment

In terms of trends, qualitative feedback of parents, students and faculty suggest a growing incidence of PDD, Pervasive Developmental Disorders, which include Autistic Spectrum Disorders. This has led to ODS applying for a grant called Autism Speaks. The grant was not funded, but with the assistance of the Grants Office and Professor Michelle Ianuzzi, we will resubmit the grant again. However, due to the increase in PDD, the ODS staff will consider trainings and inter-departmental collaborations to increase awareness and awareness and understanding of the special needs of these students.

Technology

Given the rapid growth of adaptive technology in education there are now many products available to enhance the academic success of students with disabilities. Given the wide variety of

disabilities that our office serves it seems prudent to assess each individual's unique needs for adaptive technology.

Web Enhancements

ODS continues to strive to improve the efficiency of our web-page by providing our Intake Application online. We also continue to use ANGEL by offering workshops via this vehicle as well as posting our updates via ANGEL.

ODS Data/Assessment

ODS continuously monitors and tracks the student's records by creating reports through Banner. Through these reports in Banner, the staff is able to see how many students with disabilities we are serving, how many students are doing academically well, how many students have not registered for the following semester. We are also going to implement AdvisorTrac and by doing so we will be able to collect data and make decisions using the data.
In order to evaluate the efficiency and success of ODS, several assessment tools are utilized.

These tools are either assessed every semester or annually. The following is a list of the assessments surveys:

- Student survey of the workshops offered (Fall and Spring semester)
- Student survey of workshops students want us to offer (Fall and Spring semester)
- Student satisfaction survey (annually)
- Faculty satisfaction survey of the services offered via ODS (currently being created)

Collaboration and Partnerships

Presentations provided by the ODS staff continue to result in an increasing number of faculty integrating disability into their respective curricula with the assistance of the Committee for Institutional Diversity & Equity (CIDE). We continue to maintain a strong collaborative relationship with VESID. The collaboration with VESID has allowed us to share the cost of CART Services (services available to students who are deaf) and this partnership has allowed the college to save thousands of dollars per year. ODS continues to maintain close collaboration and compliance planning relationship with Facilities. ODS also has strong partnerships with the Commission for the Blind, the Mid-Hudson Epilepsy Foundation, and excellent collaborative

relationships with faculty. This has resulted in increased workshop offerings on topics such as working with students who have mental illness and academic accommodations, and understanding epilepsy and the college student. We continue to strive to improve working relationships with students, faculty, staff, and community members.

Newburgh Campus

With the growth of the Newburgh Campus and the projected increase of students with disabilities, we have a full-time Disabilities Specialist serving the students at Newburgh. Based on the increase of students with disabilities as well as the student satisfaction survey, the Director of Student Support Initiatives will continue to monitor and access staffing and programming needs.

Looking Ahead 2011-2015

The Office of Disability Services goals and priorities for 2011-2015 have been informed and by the College's Strategic Plan and the Academic Master Plan.

- Continue to request Perkins Grant funding for a part-time position to support our students with disabilities.
- Continue to assess our services by offering our students the survey online.
- Continue working closely with the Grants Office to secure funding for the update of computer workstations in our Disabilities Testing Room.
- Work with the Center for Teaching and Learning to offer increase awareness of disability as a diversity issue and provide support to faculty seeking to integrate disability into their respective curricula.
- Continue to work with BANNER, and Institutional Research in order to capture relevant data useful for assessment
- Continue to seek funding to address Autism Spectrum Disorder
- Remain current on best practices and implement where appropriate
- Obtain and utilize AdvisorTrac software to collect data in a number of ways and use the data to understand the micro and macro, individual and needs of this population.
- Develop a checklist on our web page for new students to follow when applying for disability services.

Enrollment Management

The Student Services area conducted a comprehensive review of its departments in order to develop the objectives of the Enrollment Plan. Based on this assessment, in 2007 an Associate Vice President (AVP) for Enrollment Management was hired to oversee the services and programs provided to students from admission to graduation. The departments that comprise Student Services are: Admissions, Advising and Counseling, Career and Internship Services, Disability Services, Financial Aid, Health Services, Records and Registration, Student Activities and Student Support Initiatives. All of these offices are integral to the enrollment management activities of the College. While each Office provides particular services to students, successful enrollment management depends upon the integration and coordination of these services to best meet the needs of new and continuing students. These offices work collaboratively to reach new audiences, admit and retain students, and improve student satisfaction and performance. It is the responsibility of the AVP for Enrollment Management to coordinate initiatives, provide feedback in the form of data and analysis and solicit input from all stakeholders to refine enrollment management activities as these develop. Under the leadership of the Vice President for Student Services and the direction of the AVP for Enrollment Management and with close attention to the Academic Master Plan, initiatives in the following areas have been undertaken:

Looking Back: Assessment/Review

Marketing

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

Recruitment

- Developed Admissions Group Information Sessions formatted to deliver a consistent and comprehensive message to prospective

- Developed Program Information Sessions for prospective student to showcase academic programs, faculty and current students

- Developed *online* materials to enhance web presence and access to College information, including college application, Viewbook, Information Session RSVP

- Outreached to non-traditional student populations through purchase of mailing listings and development of evening and off-campus recruitment events

- Developed specific Newburgh campus program materials and information

Admission

- Developed "smart letters" to individualize communication with applicants

- Reengineered and automated health professions application process in collaboration with

- Department Chairs and the AVP for Health Professions

- Developed comparative reports to track week to week admissions activity by program, campus, and student type

Yield

- Collaborate with academic Department Chairs to foreground academic programs and faculty at Accepted Student Day event

- Created "New Student Information Packet" containing Student Services materials for newly admitted students

- Developed "Intent to Enroll" card to manage new student acceptance

Advising

- Developed and initiated small group advising sessions (New STARTs) for all *new* students

  formatted to deliver consistent and comprehensive information about College's practices and procedures related to academics, advising, registration and support services/resources

- Initiated small group advising sessions for *continuing* students enrolled in large departments (i.e. Business, Nursing, Criminal Justice, Education)
- Enhanced online registration process to include online directions and course information
- Trained staff, faculty and students on use of CAPP (degree audit tool)
- Developed awareness campaign for early advising/registration for continuing students

Retention

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

Technology

Banner Reports Group

The need for consistent, comparative data about enrollment, enrollment patterns and trends is critical to support College operations. The Banner Reports Group (members: AVP Enrollment Management, Institutional Planning, Research, Assessment Officer and staff, Registrar, IT Systems Analyst and the AVP for BMST) was established to develop reports for use by members of the College community and to coordinate and prioritize data requests. Using the ODS reporting tool to create and validate reports is an on-going activity and the Group meets twice monthly to respond to data needs. Some reports are used by individual offices to more efficiently manage their work. In the Student Services area, reports provide a robust tool used by Directors to manage office responsibilities and assess their work. The AVP for Enrollment Management prepares and distributes the Enrollment Activity Report; the Institutional Planning, Research and Assessment Officer prepares and distributes the Enrollment Freeze Report at the census date of each enrollment period.

Enrollment Management Group

The need to coordinate activities across departmental lines and to present students with clear and concise information, instructions and directions related to the administrative and academic support resources of the College form the basis of the work of the Enrollment

Management Group. Chaired by the AVP for Enrollment Management and the Registrar, and comprised of a cross-section of representatives from academic, student services and administrative offices, the Enrollment Management Group meets once a semester to develop the Admissions, Advising, Registration and Enrollment Timeline for the upcoming semester. In addition to developing the calendar, the Group is tasked with implementing administrative initiatives and policy changes that will impact students. Student feedback and staff observations about what is working and what could be improved are brought to this Group for discussion and resolution.

The work of the Group has resulted in the launch of the Email Policy, web registration; connect Week, a revised office schedule for the Middletown campus, and cross-training for Middletown and Newburgh support staff. Expanded office operations during peak periods are a direct result of the collective response engendered by this working group to better support and serve students.

Websites and Social Media

Strategic Plan Priority IV - Sustainability is addressed by the thorough and thoughtful use of the College website and social media by Student Services departments. Offices continue to monitor web pages and to work with the Director of Communication and the Assistant Director of Communication for New Media to enhance the presentation and information available to students electronically. Web pages are monitored and updated to ensure that content is current. Departments also make regular use of the Student Grapevine for posting announcements and events. The College Face book page is also well utilized for publicizing events, announcing deadlines, and raising awareness about College resources and services.

Collaborations and Partnerships

Two partnerships are worth mentioning in the context of this report:

County Mental Health Liaison – since 2009, SUNY Orange has partnered with the Orange County Department of Mental Health to bring a mental health referral and support specialist to campus. This individual strengthens the personal counseling and referral services already in place and provides a much needed assessment and referral resource for the College. SUNY

Orange students have benefitted from the close ties to County organizations and agencies the Mental Health Support Specialist provides.

Admissions Community Liaison – through combined grant funding from CTEA and the 21st Century Community Learning Centers Grant Program (Newburgh), the Admissions staff now includes a community liaison tasked with recruiting non-traditional students throughout the County. Working closely with the Admissions Director and reporting to the AVP for Enrollment Management, this individual will develop a recruitment plan targeted at agencies, businesses and organizations. Presentations and admissions related workshops (for both credit and non-credit programs) are planned specifically for this target audience and a direct response to the Strategic Plan Priority V- Accessibility.

Looking Ahead 2011 -15

Goals in the next several years will include:

- Development of a One-Stop for the Middletown campus
- Development of appropriate assessment instruments for Admissions and other administrative services
- Utilizing technology to streamline operations: e.g. advisor assignments, degree audit, online registration
- Seek grant funding to enhance/improve enrollment and retention initiatives

Financial Aid

The Financial Aid Office has made significant changes in processing and customer service in order to serve our new and current students. We have implemented several new processing procedures in order to expedite the awarding and delivery of financial aid funds. We have taken advantage of the technology SUNY Orange has offered in order to communicate, inform and assist prospective students in making an informed decision when choosing our college.

With an increasing number of Federal and State laws, the Financial Aid Office has had to adapt our communications with students in order to promote consumerism and education to our customer base. These changes in Federal and State laws, customer service, and technology have enabled us to deliver money to students for educational purposes in a timely and efficient manner. The enhancements we have made, allow our students to focus on academics rather than physiological needs. Community colleges across the nation are facing the same challenges presented to us by the Federal Government with constant changes in legislation. The Financial Aid Office is committed to delivering financial aid to our students, and keeping current and in compliance with state and federal regulations.

Looking Back- Assessment / Review

Through a review of our current procedures and policies we have been able to identify areas for improvement. We have improved our existing processes with the technology offered to us, thus providing additional services to students in order to enhance our customer service capabilities. Over the past year, the Financial Aid Office has taken advantage of both the Banner and OnBase software capabilities in order to provide greater efficiencies in processing and student notifications in order to meet both federal and state government requirements.

New Initiatives

Student Outcome Tracking

This program identifies students who do not have "Courses in their Degree Major". This program was coordinated and developed for helping students maintain courses within their degree major in order to maintain financial aid eligibility and graduate in a timely way. Departments involved were Financial Aid, Registrar, Bursar, Academic Advising, and IT. This

process serviced approximately 5900 students in the first year. Using this program, we were able to identify students who were non-compliant with courses in a degree major and steer them to Academic Advising to revise their course selection.

OnBase Document Imaging

This new project provided us with the systematic implementation of a scanning and data base system that ensures student file integrity. Furthermore, it enhanced communications within the office by expediting the verification process, and interfacing with our Newburgh campus in the area of document retrieval. Departments involved were Financial Aid, Registrar, Admissions, and I.T. Several hundred thousand documents have been scanned. This project has supported the College's Strategic Plan's goal of sustainability for the college. Given the success of the program, the plan is to continue scanning of documents for other departments throughout the college.

ISE Enterprise Scheduler

This system runs financial aid batch processes automatically. This new process allows us to update our current systems daily, weekly and monthly. The process eliminates individual staff members from running 15 various job submission programs manually. The entire data load process from Student Aid Reports to Tracking to Award letters has been implemented. This process has saved the office labor hours which have been channeled to our customer service area. Due to the success of this process, we plan to explore the possibility of expanding this process to other job submission Banner programs. This process has improved accessibility to students by making students aware of financial aid packages and student requirements at a much quicker rate than in the past, thus helping the Admission Office attract new students in a competitive market place.

Student Customer Service

We have expanded the front counter area of the office in order to enhance customer service. Using technology to reduce manual processing, has enabled us to increase front counter staffing to one and ¾ persons. The impact of this enhancement has given us the ability to service more students at a faster rate during peak periods of the year. This has increased accessibility for students and allowed for more personal interaction between the Financial Aid staff and the student. We can now assist students who may have difficulty in using the self-service tracking and awarding system provided by Banner. The additional customer service has also helped

students become self-sufficient and knowledgeable about financial requirements. Surveys have shown we have been able to reach a higher number of students than in the past.

SUNY Orange Web Site

The re-design of the SUNY Orange website for Financial Aid, has increased information for students on Federal and State laws as well as scholarship opportunities. The implementation of this process has helped students with consumerism and disclosures in order to be compliant with ever changing Federal and State laws and regulations. The adjustments to the web pages were brought about by the request of students in order to understand the financial aid process. A variety of checklists, financial aid procedural requirements and consumerism pieces were added at the request of students and staff. This project has supported the College's Strategic Plan goal of accessibility for the College.

Technology

Utilizing technology in Banner, OnBase Document Imaging, and Microsoft Access, we have been able to streamline our financial aid processes. Technology has allowed us to deliver services, communicate with students, and streamline work flow for the financial aid staff. These technologies allow us to inform and communicate with new and current students dynamically. We have the ability to expedite work for new and current students on demand when necessary. These processes allow us to support the College's Strategic Plan's goal of accessibility and sustainability. The following are processes we reviewed in our area and have enhanced:

Banner

- Calculate Federal Satisfactory Academic Progress(SAP) .
- Create a portal through Banner for e-mails. This streamlines the process for e-mailing students.
- Financial Aid Status Reports for maintaining processing integrity.
- Create comma delimited file to load into budget sheets for verification and review (audit purposes)
- Created process that tracks and e-mails and students through Banner for courses not in a degree major.
- Students registered for summer who still have PELL eligibility report. This expedites Summer packaging.

- Programming for Work Study students who have not received a clearance form .

- Bar coding for ease of indexing hard copy for database management.

- Calculate Satisfactory Academic Progress for State Aid (SICAS Process)

- Continuous upgrades to the Banner computing system to ensure efficient student delivery and effective communication with students.

OnBase Document Imaging

Currently we document image 326 separate document types. Document imaging has allowed us to expedite the verification process and be efficient at processing Federal student aid. OnBase's viewing capabilities has allowed for utilization beyond the Financial Aid Office which has helped to further streamline service and productivity between the Middletown and Newburgh campuses. Also, various offices within the College utilize the viewing capability of OnBase for scholarship approval and awarding. The most significant impact of the financial aid document imaging project is that it has enabled us to bridge the physical gap between Middletown and Newburgh.

Mircosoft Access

The Financial Aid Office processes entering, returning and graduating student scholarships each year. The Access database has been integrated with both the Banner and OnBase software in order to expedite efficiency in coordinating high school information, faculty members, Foundation and Financial Aid for the awarding of the Scholarship funds. This process was completely manual and was high maintenance. The Access database has allowed us to move towards a paperless environment and maintain our goal of College-wide sustainability.

Data

With the inception of the Banner system we have the ability to make data driven decisions. We have been able to create reports, thus enabling us to isolate cohorts for decision making and targeting. As an example, the Financial Aid Office can target and package new students with Offer Letters so freshmen can make an informed decision on cost when choosing a college. Additionally Federal and State government reporting has grown in complexity and the Banner database can be adapted to provide the necessary data fields for accurate data reporting.

Collaboration and Partnerships

The Financial Aid Office is committed to establishing and maintaining partnerships with internal and external constituencies in an effort to recruit students, ensure access, deliver information, and provide support to all participants. Internal partnerships and collaboration are critical to the success of the office. Working with the Academic Vice President, the Academic Associate Vice Presidents, Department Chairs, and Faculty will help shape our future direction with regard to Federal and State laws in relation to financial aid delivery.

We will continue to partner with other departments within Student Services such as Admissions, Records and Registration, Bursar, and Advising & Counseling to ensure that we are providing seamless service to students and working collaboratively to yield potential students. We will continue to partner with Academic Departments informing Faculty and Chairs of changes in Federal and State laws. Outreach to high school guidance counselors, parents and high school students will continue with Financial Aid nights at the various high schools throughout the Hudson Valley, as well as through workshops and presentations.

Newburgh Campus

The Financial Aid Office plans to grow to a full staff at the Newburgh campus. We anticipate overall student body growth over the next several years. Technology has allowed personnel between the two offices to function as one. This has been the overall goal in the Master Plan. Currently financial aid can staff individuals at either location and the mission of the department can be maintained. There is a need for a higher level Financial Aid Administrator to manage and supervise the Newburgh branch campus. This individual will need to manage and supervise the verification and the packaging of awards, as well as managing the financial aid physical location. The individual will need to maintain a customer service philosophy and encourage students to use on line services in order to expedite the processing of financial aid. The Financial Aid Administrator will need to train the Enrollment Services personnel in a one-stop model.

Looking ahead 2011-15

The following are the Financial Aid Office's goals and priorities for 2011-2015.

➢ Technology: Increase efficient communication through the implementation of knowledge base/email management software.

➢ Completion of a comprehensive searchable knowledge base that will allow 24-hour a day accessibility to financial aid information (Banner Self Service). This process will allow automated on line communication to students, and will help support the sustainability initiative in the College's Strategic Plan.

➢ Reduce the incoming call volume and office visits by students through the use of technology by addressing frequently asked questions quickly and easily. This will allow customer service staff to spend more time with students and parents with unusual and special needs, special circumstances, non-traditional students and others that may require additional help.

➢ Customer Service: An ongoing goal is to improve service to students and other customers by continued improvements.

➢ Evaluate and streamline forms and data collection documents for students selected for verification.

➢ Streamline the review process for packaging.

➢ Provide customer service training.

➢ Continue addressing Federal default rates, borrower concerns and student loan indebtedness.

➢ Successful implementation of database management between Foundation Office and Financial Aid Office.

➢ Increase the level of communication with students and parents by utilizing technology in the form of videos and power-point presentations.

Professional development is the life blood for a financial aid office. Efforts will be made to ensure that all financial employees continue their on-going education in order to stay current with new Federal and State regulations. Professional development in the areas of technology has allowed us to learn new ideas and approaches in enhancing student delivery, and has prevented us from stagnating.

➢ Appropriately staff Newburgh Student Services One-Stop

Health Services

The mission of Health Services is to promote health education and wellness for the entire campus community. Committing to student and employee health fundamentally enhances the mission of our college and contributes greatly to student success. SUNY Orange's Health Services office provides seamless access to health care, mental health counseling and wellness education in a non-judgmental and welcoming setting. The programs and services offered are designed to promote wellness and to assist students and employees in maintaining the physical and emotional well being that is essential for the successful achievement of their goals.

Looking Back – Assessment and Review

Much of 2010 was a year of change in that the Health Services office underwent a full assessment and revision of both staffing and services. As a result of this analysis we have developed a college health program that includes a coordinated set of policies, procedures, activities, programs and services to enhance, protect, promote and improve the health and well being of students, faculty and staff. Our practice utilizes an evidence based approach and our health promotion initiatives reflect the social, cultural, political and economic diversity of our students.

New Initiatives

STAFF

After conducting an assessment, the Health Services office was reorganized and refocused developing an approach that was more in line with the mission and priorities of the institution. This review highlighted the necessary commitment to effective staff that would have a positive influence over the operation. The Health Services staff members are selected based on their level of competency, energy and commitment to quality customer service. The office is staffed with Registered Nurses who spend time on both the Middletown and Newburgh campuses. As a result of our reorganization every staff member is now completely oriented and trained enabling them to provide optimal service to students, faculty, and staff.

PROGRAMS and SERVICES

After a thorough review and assessment of all the services and health education offerings it was determined that more was needed. Our efforts are now focused on developing, and

growing health and wellness related programs. Our assessment revealed opportunities for partnerships with community organizations and internal college departments and a need to address topics such as alcohol and substance abuse by college students, smoking, sexual transmission of infections and safe sex, sexual assault prevention, positive mental health and the promotion of health lifestyles. These are local as well as nation-wide college health issues that are also evident at SUNY Orange. Examples of our progress include the development of new programs and enhancement of existing ones such as increasing the number of annual blood drives from two to four, adding an annual bone marrow registry, establishing a partnership with Planned Parenthood, initiating monthly HIV counseling and quick tests on both campuses, and the creation of the Red Watchband, a program addressing alcohol toxicity which now takes place annually on both campuses with a CPR component as the latest addition.

In regard to services, some examples of attending to the overall health of our college community are an annual Influenza clinic, health and wellness messages announced in the Grapevine electronic newsletter, presentations on wellness given at new employee orientations at both campuses, and in collaboration with Orange Regional Medical Center (ORMC), two annual Healthy Heart days are held, these offer screenings and counseling for cardiac risk factors. Health Services also assisted with and supported the purchase and installation of Automated External Defibrillators (AED) throughout both campuses; this effort was a result of collaboration with Human Resources, Maintenance, Safety and Security, the manufacturer and the Safety Committee.

The H1N1 pandemic caused a great deal of anxiety throughout the community at large as well as the college community ,and the Health Services office was an integral part of the College Planning Alert Committee and continues to remain updated on public health alerts from CDC, DOH, NYSED, WHO. An important outcome is the initiation by the Health office of the plan to use a Telephone Triage System should the need arise. -

Technology and Data

Health Services staff continues to input all NYS mandated student immunization documentation, meningitis information and Health Professions' physical exam and drug screen information into Banner. The additional importance of recordkeeping for the Health Professions

is discussed under the collaborations heading. The volume of faxes coming in and out of the office is increasing exponentially due to the increase in enrolment in Newburgh and student transfers. A system has been implemented for Newburgh Enrolment Specialists to collect immunization so that students there have a more seamless registration experience.

Reports are also run to keep track of the volume of students we serve with the ultimate goal of improving efficiency and minimizing wait time.

Given the desire to provide individuals with communication utilizing multiple venues the office has greatly expanded the information available on the web-site. It has also increased the number of links to wellness related information.

Health Services has established access to the Health Provider Network (HPN), an electronic medical information and data resource; this system has eliminated paper reports to DOH.

Collaborations and Partnerships

In addition to the partnerships outlined above, please note the following:

Working With Health Professions

Although Health Services continues to work closely with Health Professions students and faculty, we have increased our efforts to streamline the required physical examination, drug screen and documentation processes by attending and presenting at student orientations and faculty meetings. We have also renewed our efforts to attain compliance with deadlines from both students and faculty via meetings, email. An additional effort to make this system more efficient includes collaboration with the Admissions Office, the Associate Vice President for Health Professions and Human Resources.

The Health Services office sends documentation multiple times per year to every clinical site utilized by the Health Professions for student clinical experiences. With the use of technology and the cooperation of students, faculty and personnel at the clinical sites, the office is continually striving to decrease both the manpower hours and the paperwork.

More Partnerships and Collaboration

Additional collaborations include participation in a grant received by the Orange County Department of Health for Healthy Beverages. During the last three decades the prevalence of obesity has tripled among persons aged 6-19 years. Research has shown that healthy eating plays a substantial role in the prevention of chronic diseases. DOH has assisted us by sharing program materials and staff time to promote drinking water instead of sugary beverages, adding healthy snacks to vending machines and replacing high fat foods and sugary beverages at conferences and meetings. This year the college has designated Health as its yearlong Global Initiative and Health Services has been an active program participant in this effort by working with Movement Sciences, Nursing, Biology, Political Science and Department of Health. Health Services also continues to maintain a strong connection to Mobile Mental Health and promotes awareness among the college community that MMH services are available 24/7.

Health Care Consultant to Kindercollege

Adhering to licensure requirements by the New York State Office for Children and Family Services, Health Services RNs continue to be the Health Care Consultant to Kindercollege. Recently they have introduced a toddler program which requires more frequent RN site visits. We have also begun to assist Kindercollege staff with establishing individualized health care plans for students with issues such as asthma, peanut allergies, and seizure disorders. RNs also assist staff in educating and communicating with parents, according to Department of Health guidelines, in the event of a child contracting a reportable communicable illness. Health Services periodically updates a contract with Kindercollege and assists them in renewing their contract with OCFS.

Newburgh Campus

Soon after the transition from extension center branch to "campus" the Coordinator of Health Services established a presence including regular, one day a week office hours in Newburgh. It was quickly observed that health issues in Newburgh were the same as in Middletown as well as on campuses nationwide. For that reason, all of the health education and promotion programs in Middletown were replicated in Newburgh, including monthly HIV quick

tests, Healthy Heart, blood drives, Red Watch Band, smoking cessation information. Clerical staff communicates frequently with Enrollment Specialists and assist with verifying immunization documentation. The RNs work closely with Safety and Security who are first responders for emergencies. These activities exemplify the "two campuses, one college" concept.

Looking ahead 2011 - 2015

Health Services goals and Wellness priorities mesh with and are supported by the SUNY Orange Strategic Plan and the Academic Master Plan.

- Health education and expansion will involve collaboration with community partners and/or other departments within the college.
- Continue to streamline the documentation process by exploring and implementing an electronic medical records system (EMR). Our concerted effort toward eliminating as much paper as possible is a "healthy" contribution toward fulfilling the college's sustainability agenda.
- Health Services will continue to develop and grow health and wellness program offerings based on the needs of our college community.
- Analyze surveys, data and literature from sources such as the American College Health Association (ACHA), to monitor needs and evaluate effectiveness.
- Continue to assess health and wellness needs on the Newburgh campus and implement health and wellness programming accordingly.
- Health Services will continue and improve efforts to promote healthier lifestyles college-wide, ensuring that our services are accessible to all members of our increasingly diverse community
- Maintain staff currency and knowledge of emerging trends and technology.
- Improve the utilization of technology and social media to reach and provide increased access to our students, faculty, and staff.

Judicial Affairs

The safety of our students and ensuring a learning environment free from disruption are top priorities at SUNY Orange. The College takes a proactive approach to ensure that appropriate behavior is maintained at the College and in classes at all of our instructional sites. Enforcing campus civility ensures that students, faculty, and staff can enjoy an atmosphere that is conducive to fostering a positive teaching and learning experience. Campus civility is enforced utilizing the college's Code of Student Conduct. The Code of Student Conduct as adopted by the faculty, staff, administration and Board of Trustees outlines the policies and procedures that are followed and is applied to ensure consistent, fair, and timely adjudication of all matters.

In addition, there are state and federal laws to regulate how the college must address, follow-up and report of campus incidents. These laws include but are not limited to the Student Right-to-Know and Campus Security Act, Sexual Offender Registration Act, Hate/ Bias Crime Reporting Act, New York State Hate Crimes Act, Title IX, and Anti –Hazing Laws.

The Office of the Vice President for Student Services diligently follows up on all campus disciplinary issues, ensures compliance with state and federal laws, and partners with other areas of the college to ensure campus civility.

Looking Back – Assessment / Review

Behavioral Intervention Team (BIT)

Every two years the college holds a Leadership retreat for emerging leaders at the college. At the retreat participants work on projects designed to provide solutions to issues faced by the college. During this time colleges across the nation were adjusting the way they responded to behavior and mental health as a result of lessons learned from tragedies that were occurring on college campuses. Retreat participants developed a proposal to move the college away from the same silo approach that was heavily criticized and blamed for playing a role in tragedies that had occurred on college campuses. Their recommendations called for transparency and information sharing among individuals at the college that are responsible for addressing behavior at the college. These recommendations were accepted by the VPSS and adopted.

The BIT is a collaborative interdisciplinary group of dedicated campus and community professionals whose mission is to address potential threats to campus safety, disruptive and / or alarming behavior, and students in distress. The team was established to focus on assessing and

managing problematic behavior before the behavior becomes a formal violation of the Student Code of Conduct. Specifically, this team creates a care management system to intervene early with students who are at risk; watches for information, both oral and written, from faculty and staff about behavior that may be threatening; stays attuned to escalating behavior or potential physical violence; and develops a plan of action for the student such as referrals to various campus resources, disciplinary action, and / or referrals to off campus resources. The Team meets regularly to discuss and make recommendations regarding intervention methods to address student behavior that has come to the attention of the Vice President of Student Services, Security or any member of the BIT. Recommendations from the Team are focused on ensuring a safe and productive teaching and learning environment and promoting student progress and success. The BIT is chaired by the VP for Student Services and consists of a cross-section of key Faculty and Staff. The Team includes representation from faculty, the Newburgh campus, Security, Disability Services, Advising & Counseling, County Mental Health Services, Health Services, and Student Activities.

The team also reviews the admissions application of any applicant that has been convicted of a felony or dismissed from another college for disciplinary reasons. These individuals must complete a supplemental application outlining their conviction or the action that was disciplined and include proof in the form of a record of conviction or a letter from the school. This information is reviewed by the BIT team and a decision is made. The major goal is to ensure the safety of our college community and to direct the student to appropriate college services to help facilitate their success.

SEXUAL ASSAULT RESPONSE TEAM (SART)

SUNY Orange has a sexual assault response team in place. Individuals that are victims of a sexual assault or sexual misconduct may seek advice and support services from any members of the campus sexual assault response team, which includes the Director of Safety and Security, the Coordinator of Health Services and the Director of the Advising, & Counseling. These individuals are trained to respond to assist survivors of rape and sexual assault, and can provide survivors with referral to the county Rape Survivor's Advocacy Program and Rape Survivor's Support Group. Survivors of sexual assault and violence are encouraged to use these services, regardless of whether the incident happened on or off campus. The team has met to

revise its materials and develop a plan to communicate with students, faculty and staff. Also, the team has worked to incorporate the new Title IX requirements into their role.

Technology & Data

The judicial process was very paper intensive. In order to streamline information and make it readily assessable the office has implemented strategies utilizing available technology such as scanners and databases. The development of a database has allowed for the collection of statistical information and the utilization of scanners have provided easy access to information.

Newburgh Campus

The Newburgh Campus adheres to the same judicial policies and procedures and the Middletown Campus. Procedures have been developed to ensure that the there is consistency in the carrying out of policies and procedures and that the process is inclusive of members of the Newburgh Campus. The VPSS and the VPNC have an communication protocol to ensure collaboration and awareness of incidents and the Board of Inquiry pool has been expanded to include Newburgh Campus representation should a hearing need to take place on the Newburgh Campus. The Behavior Intervention Team includes a Newburgh based member to ensure Newburgh issues are included in team discussions.

Collaborations and Partnerships

Collaborations and partnerships have been the focus of judicial affairs. The creation of the BIT has strengthened collaboration and partnership across departments improving our ability to address student behavior and get students the most appropriate assistance. This has also enabled the college to become aware of patterns of alarming or disruptive behavior so that they could be addressed in a timely manner. In addition, our collaboration with community partners has enabled us to provide students with access to appropriate community services that specialize in addressing their need.

Looking ahead for 2010-15

- Hire a college Judicial Officer to focus on the increased judicial matters occurring on both campuses and provide focused attention to addressing and curtailing behavior.
- Automate the discipline reporting process
- Purchase discipline management and tracking software
- Partner with Academic Affairs to deliver faculty workshops and support on handling disruptive classroom behavior

- Create a campus civility campaign

- Maintain compliance with state and federal laws

- Develop a communication plan to educate student, faculty and staff regarding discipline and campus civility

- Deliver Title IX related educational sessions to students, student athletes, faculty and staff, once a semester.

Student Activities

The Office of Student Activities is focused on providing opportunities for students to have a co-curricular experience that enables them to grow and develop as students. Our co-curricular programming is designed to complement and support the academic experience and lends itself to further academic growth. Moreover, the office is committed to helping students grow as leaders and obtain the tools to help them navigate life's challenges, the workplace, and society as a whole. Finally, at the core of our work with students is ensuring a connection with the faculty outside the classroom and utilizing their expertise to support continued learning facilitated through club involvement.

Looking Back – Assessment / Review

Each semester new students enroll in the college which adds to the diversity of needs. These students may want to establish new clubs, may utilize different technology, or may have different interests from previous students. This makes it essential for the office to stay current and continuously assess our offerings and delivery of service to students. This continued assessment process has led to new approaches and practices, refined programming, program growth, and a better utilization of resources.

Student Leadership

In an effort to refine the leadership opportunities we offer to students we decided to work with a company called Collegiate Empowerment to assess and upgrade our existing practices in this area. As a result, we offer leadership workshops each semester. The Fall workshop focuses on topics associated with emerging leadership and the Spring workshop focuses on topics that address transition issues for club leaders and members. This leadership series is required for all student government officers and club leaders. It is also available to all SUNY Orange students. Moreover, in an effort to provide support information and clear guidelines for club members and advisors, a Club Resource Manual has been created. This document will serve as an essential resource for our faculty, staff and students engaged in co-curricular roles.

Student Identification System

After an assessment of our photo identification system we have decided that the system was due for an upgrade. The most critical deficiency of the former system was its inability to communication seamlessly between campuses and its inability to support expansion to other

features such as a One Card system. Therefore, a system was identified and purchased for both campuses. Both systems now share a common database allowing key personnel on both campuses to access all student IDs. Moreover, the new system has the capability of adding an OneCard application for expansion to provide additional services in the future.

New Student Orientation

It is essential to provide a student with the tools to be successful as a student of the institution. A comprehensive introduction to the college enhances a student's ability to succeed. This is because when a student is in need of assistance or faced with challenges they will know what services are available to assist them as well as how to access those services. In addition, a comprehensive introduction to the institution allows us to educate students on academic expectations and the importance of establishing a balance between academics, work and co-curricular activities. For many years, the college had a New Student Orientation model in place that fully engaged students and provided this information. Despite the success and positive feedback for those students and parents who attended the program we needed a model that would reach larger numbers of students without placing a significant strain on faculty and staff resources. As a result, we adopted a two part orientation for new students. The first part is mandatory and was merged with the existing NewSTART advising workshop for all students new to the college. This session focuses on academic advising, academic success, and other components that were deemed to be critical to a student's success and their introduction to the college's resources. The second part of orientation, iConnect Week, occurs shortly after the semester is underway and is open to all students exposing them to a series of activities and workshop presented by all areas of the college. The goal is to engage students, address questions, showcase the variety of co-curricular activities, and offer interactive and engaging ways to educate and introduce students to the College's programs and services.

Technology

The Student Activities Office continues to look for innovative ways to utilize technology to reach and engage students. The addition of a color copier purchased and supported by the Student Senate has given student groups the ability to improve the quality of their publicity and promotional materials. On a routine basis we review our web-site and make ongoing improvements based on feedback from users as well as an assessment of our needs. As a result,

we have enhanced the information and materials available for access on-line. This has included providing access to necessary forms and documents for club utilization. This approach also supports the College's sustainability initiative by reducing the amount of print materials necessary for distribution. A major future focus will involve working with the IT department in an effort to create forms that club members can return electronically, further reducing the need for printing.

Data

Meaningful data collection for Student Activities programs continues to prove challenging. While attendance/satisfaction information is easy to collect, meaningful student impact and outcomes data is more elusive. The Student Activities Office is continuing to research assessment and data collection at other institutions in an effort to identify and implement best practices. Two of our leading student organizations are also working to assess student needs: The Board of Activities has begun distributing evaluation cards at all of their events. These cards ask for students' reactions not only to the performance that day, but to the general social environment on campus. Beginning next year, these cards will be summarized into a report each semester. Student Senate has also placed suggestion boxes throughout both campuses in an effort to receive more student feedback and ideas.

Given the challenges of collecting assessment data and the manual nature of the student elections voting process we are exploring the various technologies available. Two such technologies include electronic survey, assessment and data management and online voting for student elections. Each of these approaches will continue to be explored and will be implemented provided that they address the needs we have identified and promote access for students and increase the amount of assessment data available for us to continue to enhance programming and services delivery.

Collaborations and Partnerships

There are several partnerships that must occur in Student Activities in order for us to effectively engage students in the co-curricular experience. One of the most critical partnerships is with the faculty. Faculty serve as advisers to the majority of student clubs engaging students outside of the classroom and adding to the holistic student experience. We also must maintain a strong connection with the student body in order to address their needs.

Newburgh Campus

Growth at the Newburgh Campus is imperative. We have made a commitment to serving the student body and addressing the student body. In order to effectively accomplish this we have established a on-site part-time presence and created a Newburgh BOA (Board of Activities). The group has maintained an active membership of students and has increased the amount of programming offered to students in Newburgh. We are poised to make the next leap forward once Student Activities has full facilities, staff and budget in Newburgh. This will include the creation of a Newburgh based Student Senate and a full-time staff presence.

Looking ahead for 2010-15

➢ Have all Student Activity forms available on the website in a format that allows them to be completed electronically.

➢ Continue with efforts to improve a New Student Orientation to the college and a continuing student familiarity with the college's services and activities.

➢ Complete the upgrade of the ID Systems at the Middletown and Newburgh Campuses. Once upgraded we will continuously assess and potentially implement the expanded features of the system that will serve to continue to improve service to students.

➢ Complete a Club Advisor Manual as a companion to the Club Resource Manual.

➢ Finalize a plan for the establishment of Student Senate representation at the Newburgh Campus.

➢ Work with institutional leadership to develop a plan for the distribution of Activity Fees between the two campuses.

➢ Work with institutional research to develop assessment tools designed to elicit feedback and improve services delivery

Student Support Initiatives Office (SSIO)

Since its creation, the Student Support Initiative's Office (SSIO) has been focused on employing a variety of strategies designed to aid in the college's retention and student completion efforts. The SSIO utilizes proven retention strategies and theories designed to facilitate a student's successful goal attainment. These strategies include the development of a comprehensive Individualized Support Plan (ISP), programming for at risk students on probation to re-enter back into the college, focused application and theories of appreciative and intrusive advising and on-going support. To further guarantee student success, the SSIO works collaboratively with the faculty and other areas of the College.

The Office provides a holistic, seamless approach to students in the areas of academic, financial and personal advising for those who are at risk. Also, students are assisted in locating financial aid sources and scholarships; information about career options; and workshops designed to meet the specific needs of underprepared SUNY Orange students. SSIO works with students who have been re-admitted after being away from the College for at least a year and are returning on academic probation, students in the 24-Credit Hour Program, former TRIO participants, and students who are part of the Student Taking Effective Pathways to Success (STEPS) Program.

Vision Statement

The Student Support Initiatives Offices envisions a future where college retention, graduation, and transfer numbers for academically at-risk students are greatly strengthened by the support and guidance we provide resulting in the students' successful goal completion. We will provide excellent student services opportunities that are responsive to the needs of the academically at-risk population and help students meet economic, social and environmental challenges to become active participants in shaping the world of the future.

Goal Statement

Our goal is to ensure that these students stay in college and graduate. We do this by providing holistic academic and personal support services that address their significant needs which might otherwise prevents their success.

Looking Back – Assessment / Review

In 2010, the College learned that it was not granted TRIO funding. TRIO was a well established and proven program that had been in existence at the College for 15 years. This Program boasted a 93% retention and completion rate. Thus, given the success of the TRIO Program, the College decided to create the Office of Student Support Initiatives and embedded the proven strategies of TRIO into the goals of the Office of Student Support Initiatives. SSIO now has the ability to focus on the broader needs of retention of the institution.

The creation of this Office allowed the College to take a close look at gaps in programming and student assistance. As a result of this assessment, through a variety of new initiatives such at presenting Information Sessions on the 24-credit hour program, meeting with all Newburgh prospective 24-credit students for intake processes, and ongoing assessment to our regular focused retention initiatives, we have been able to expand our reach to prospective students, school counselors, and community stakeholders while focusing on accessibility for both traditional and non-traditional student populations. This has been achieved utilizing a variety of strategies.

SUNY Orange has chosen a bold approach, systemically changing the community college experience to help at risk students acclimate, succeed and persist to graduate or transfer. The challenge was to design a model that capitalized on the prior successful student service interventions in a manner that could be meaningful for a greater number of students in a cost effective manner. Decreasing the ratio of students to staff just was not a practical intervention to apply to the ever increasing number of at risk students. Instead, SUNY Orange has thoughtfully integrated technology into student services to provide a high level of connection for at risk students from their point of entry at the College through their academic career. Technology streamlines the systems, allowing for personal and small group activities. Program strategies are

based on the seminal research of Tinto, Astin, Barefoot, Pascarella and Terenzini, promising practice, and SUNY Orange successful models.

Targeted students:

Due to its open admissions policy, high percentages of students are entering college underprepared academically, socially and emotionally

- at risk students requiring one or more remedial class 67%
- includes the vulnerable populations of returning probationary students AND 24 credit students
- may need financial assistance
- many are first generation college students

Restart Program:

Provide ease of re-entry through mandatory ReStart Workshop. All students being readmitted to the college on academic probation are required to do a Restart Workshop before they are allowed to register. The goal of Restart is to increase success and persistence through Intrusive and Appreciative Advising practices. By requiring all re-entry students on academic probation to do a ReStart Workshop, we will Initiate strong connections with College staff, faculty, administrators and peers.

By using both Intrusive and Appreciative Advising, we can build a culture of expectation that all students will succeed at college and careers. For example, by using Appreciative Advising, the Office of Student Support Initiatives staff can clarify career aspirations to enhance commitment. Appreciative Advising is particularly effective with academically discouraged students (Hutson). It starts from the students' strengths and successes, rather than focusing on their difficulties, to develop their plans and goals.

When we offer a ReStart Workshop all presentations are scripted so all re-entry students are provided the same information about the resources and policies

- drop/add dates
- withdrawal procedures
- refunds

- academic probation

- remedial coursework scheduling mandates

- resources

Moreover, the SSIO staff is using an academic early alert system for students who attended the ReStart Workshop. Students requiring intervention will receive an electronic message, once a faculty member has responded to our Academic Early Alert form. Intervention might include mandated study skills lessons and/or tutoring which can be viewed online or in-person.

STEPS Program

The SSIO staff is also working with the STEPS Program. This program provides peer mentoring, tutoring, basic skills training, and other support services to help disadvantaged students from the City of Newburgh earn a GED and succeed in college. Currently, there are 15 students enrolled in the pilot STEPS Program. We have plans to increase program enrollment to increase to 33 students by the fall 2012 semester.

The STEPS program serves first-generation, low-income, and non-high school graduates between the ages of 17 and 21. These students are considered high-risk for dropping out of high school or college, and for engaging in gang-related activities. First-generation and low-income youth are less likely to attend college than their wealthy or middle-class peers, and are even more unlikely to graduate. These students also find it harder to adjust to college life and are generally less academically prepared for college work. (Vargas, 2004)

The STEPS program addresses this challenge by utilizing nationally-recognized best practices for improving the retention rates of at-risk students. STEPS provide wraparound supports for the program participants, helping them to develop critical skills that they need to succeed in college and in life. The program replicates proven successful retention methods such as study- and soft-skills trainings, peer mentoring, tutoring, and "early alerts" (college instructors inform STEPS personnel if students are struggling with their coursework). The project provides STEPS participants, and particularly those with documented disabilities, with access to specialized learning technologies. Below is a list of activities that STEPS students are offered:

1. *Participant Orientation:* All new STEPS participants meet individually with the Student Support Initiatives Specialist who will become their academic advisor,

and who develop a comprehensive ***Individualized Support Plan (ISP)*** within 30 days of enrollment. The ISP act as a vehicle through which SSIO staff can monitor student performance and progress. The following is discussed during the ISP process: the STEPS application and requirements, Accuplacer test results (to identify academic needs); and disability accommodations. The ISP also covers academic and career planning, financial aid planning, and financial literacy. Students must also sign a STEPS participation agreement which authorizes the release of their academic records to the SSIO staff. Once completed, the ISP is updated bi-weekly, allowing SSIO to track student programs and to identify problem areas such as poor grades or excessive absences.

2. *Skills Workshops:* The participating students take part in a specialized comprehensive three-day "Early Start Seminar" offered in August a few days before the beginning of the fall semester. The workshops are facilitated by the Best Resource Center, Inc. and cover the following topics: self advocacy, daily living skills, written and verbal communication, presentation skills, study skills, note-taking, team work, time management, transitioning to the post-secondary environment, and change/stress management.

3. *Peer Mentoring:* A key component of the program is peer mentoring, in which former STEPS students with a 2.5 or higher cumulative grade point average provide one-on-one advice and support to the STEPS participants. Mentoring programs have been used with positive effects by colleges nationwide to increase retention rates, particularly among disadvantaged students. Mentoring is proven to help encourage self-discovery, help students navigate college departments and help them to realize their potential for success. Peer mentors work to keep students on track with their academic coursework and can alert professional staff to students who are in danger of failing or dropping out. The participants receive a minimum of eight hours of peer mentoring per semester over two semesters. Each mentor is responsible for four-to-five students and will meet with each of them on a bi-weekly basis. The peer mentors will help the students adapt to college life and meet the demands of post-secondary-level coursework.

4. *Tutoring:* SSIO staff may assign tutors to STEPS participants if they are struggling with specific course requirements. SUNY Orange offers tutoring at the Newburgh Campus through the Learning Assistance Center. SUNY Orange tutors are students who have excelled in their classes, who have been recommended by the College faculty, and who have completed the mandatory tutor training sessions. The availability of tutors is designed to be flexible to accommodate a wide variety of student schedules. For STEPS students, the normal $40 tutoring fee is covered by the Community Development Block Grant funding.

5. *Early Alerts and Mid-semester Reports:* To track success inside the classroom, advisors send out early alerts on each student. These reports, completed three weeks into the semester, will inform SSIO staff about any STEPS students who may be struggling with their coursework. In addition, mid-semester reports are submitted to the SSIO staff for each student to track their academic successful and/or areas in need of improvement. This information is entered into a database for purposes of review, analysis and program evaluation. Former STEPS students are be tracked and monitored academically.

6. *Access to Specialized Learning Technologies:* Grant funds will be also used to increase student access to special learning technologies. All first-time STEPS participants are given portable USB drives to organize and store all of their coursework to share with peer mentors and SSIO staff.

Technology

Software training for the Angel program has been completed by both the Director and the SSIO Retention Specialist to advance improvements toward sustainability and improved technological resources for the students. Angel workshop shells for SSIO students have been created and utilized. As greater computer access and advanced technology emerge in the educational environment the use of the Internet, social media, and multiple teaching/presentation strategies will be incorporated to match the student's diverse learning styles.

Banner

With the support of the IT department the Office now has the ability to run reports through the Banner system to review which students have returned from semester to semester, review their CQPA and GPA and based on this information make an informed decision as to programming needs. This has streamlined our ability to address the needs of our students.

Web Enhancements

A further assessment of or communication with the public, productivity and efficiency has resulted in several enhancements to our web pages. We continue to add many new capabilities to our website such as downloadable forms which eventually will lead to the development of forms that have the capability of being completed and submitted electronically directly into our system. In keeping with the forward thinking practice, SSIO currently uses an Acrobat Adobe form creation database which allows for a more efficient way to collect data.

Collaborations and Partnerships

The Office of Student Support Initiatives is committed to establishing and maintaining partnerships with internal and external constituencies in an effort to recruit students, ensure access, deliver information, and provide support to our stakeholders. SSIO has increased its involvement with collaboration and partnerships in the following ways:
Continued close collaboration with Best Resource Center, Inc. and Newburgh 21st Community Learning Centers. Due to the close partnership with such agencies, we have been able to receive from the City of Newburgh $10,000 to fund our STEPS Program and $5,000 for the TD Charitable Foundation to assist Restart participants who are ineligible for financial aid to help with books and fees. As an example of our commitment to the community, SSIO partnered with the City of Newburgh Enlarged School District to host a Re-Connecting Families Conference. Internal partnership and collaboration is critical to the success of the office. The Academic Master Plan and work with the Academic Vice President, the Academic Associate Vice Presidents, Department Chairs, and Faculty will help shape our efforts and our future direction with regard to target recruitment areas, specific outreach efforts, program marketing, and target audiences. Continued close collaboration with the Office of Financial Aid will help inform keep our staff up to date of any changes to PELL, TAP, Ability to Benefit, etc. Finally, we will

continue to partner with other departments within student services such as financial aid, records and registration and advising & counseling to ensure that we are providing seamless service to students and working collaboratively to yield prospective students.

Newburgh Campus

The growth at the Newburgh Campus is projected to continue. Given this growth over the next several years the office will develop a focused plan for the campus. This plan will be informed by the program offerings and necessary growth areas. The SSIO Office will increase its outreach in Newburgh by allowing our SSIO Retention Specialist to be there four days a week vs. the two days a week he was there. Successful programs will be modeled and new programs specific to the campus will be developed.

Student Support Initiatives Program Assessment

In order to evaluate the efficacy and success of the SSIO several assessment tools are utilized. These tools are assessed annually and the timing of each is indicated below. The following is a list of the assessments surveys:

- Student evaluation of Restart Workshops
- Student evaluation of Student Success Workshops
- Student evaluation of STEPS program

Looking ahead for 2010-15

The Office of Student Support Initiative goals and priorities for 2010-15 have been informed and by the College's Strategic Plan and the Academic Master Plan.

- enhancing accessibility and helping diverse groups "connect" with the college
- Progressive technology needs will continue to be explored and pursued.
- create a Student Satisfaction Survey
- Change the early alert and call it iCARE: Early Alert. Research indicates that when college staff interfaces with students we have found that when our students (any student for that matter) receive a notification that utilizes language like "early alert" it is alarming, students perception is that they are in trouble, and essentially students hide from our office. By integrating integrated the new terminology and

incorporated one-on-one intervention/academic coaching sessions we hope to experience a significant improvement with student's progress resulting in more student contact and intervention sessions with students.

- Through CDBG funding, implement an iPad loan program for STEPS participants who do not have routine access to a PC. The loan program will provide students with an iPad that can be borrowed for a semester at a time. This service will provide greater access to computer equipment for use in completing course requirements such as papers, research and online class discussions. The program will loan out 5 iPads.

- Specifically target nontraditional students through focused outreach efforts (i.e. adults, displaced adult workers, veterans)

- Reach out to underserved communities to recruit students and develop awareness.

- Enhance access utilizing technology and multi-lingual recruitment materials

- Partner with business, schools, and community organizations to facilitate targeted recruitment and outreach activities.

- Expand use of **Angel** in student success workshops to provide more on-line support and learning opportunities for students.

- Utilized Survey Monkey more for receiving student responses electronically.

- Research AdvisorTrack and other remote devices designed for traffic maintenance and data tracking.

STEPS Program Goals:

Objectives	Strategies	Measurable Outcomes
Offer educational opportunities for at-risk youth from the City of Newburgh	• Recruit at-risk youth in collaboration with the Best Resources Center and the Newburgh City School District	• 33 at-risk students will participate in the STEPS program

Provide participants with the skills and tools they need to succeed in college	• Offer mandatory workshops in soft-skills training. • Provide students with access to learning technologies	• 20 new STEPS students will attend soft skills workshops • All new students will be given portable USB drives • STEPS students will have access to iPads outfitted with specialized learning technologies
Ensure that the participating students succeed in college	• Develop Individualized Support Plans for STEPS participants • Offer peer mentoring for STEPS students; assign tutors if necessary. • Track student progress through Early Alerts and Mid-Semester Reports.	• 25 (75%) participants will complete two semesters of college coursework and attain good academic standing

Records and Registration Office

The Records and Registration Office maintains students' records, oversees the registration process, sets the academic master schedule, distributes grades and administers academic policy. Reporting to the AVP for Enrollment Management and working closely with other offices of the Student Services division and the Vice President for Academic Affairs, the Registrar and the staff are involved in many aspects of student and faculty engagement with the College.

Looking Back: Assessment / Review

The implementation of a new administrative computing system (SCT Banner) in 2007 continues to impact the work of the Records and Registration Office today. As new functions have been introduced and new features added, this Office has taken a lead role in testing and implementation. The Student module in an integrated system links course, transcript, and degree information with advising, faculty, and financial aid and thus connects the Registrar and the staff directly to other academic and administrative offices of the College. Using Banner to improve service to students, support new initiatives, and streamline business practices fall within the purview of the Registrar and the staff. The addition of Banner has transformed our ability to carry out this responsibility.

Web-Registration

SUNY Orange students were able to register on-line for the first time for the Fall 2008 semester. To ensure as smooth a transition as possible in its initial year, web-registration was limited to students who had completed at least 12 credits, had a GPA of 2.00 or higher and students needed to have completed any required developmental writing and/or reading courses. In the Fall 2008 semester, 673 of 2710 eligible students registered on-line or 24.8%. For the Spring 2009 semester 39.2% opted to register on-line. As students became more familiar with the on-line registration process the Enrollment Management team removed the 12 credit and GPA criteria and to allow for more students to be eligible to register on-line

The Registration Office has developed reports to monitor registration activity(in-person and on-line) and these reports provide opportunities for outreach – to students who have not yet

registered (encouraging them to do so) and to students eligible for on-line registration providing further directions. A campaign encouraging students to, "Get on-line, Not in-line" was spearheaded by the Registration Office and the Advising Center and supported by online resources and instructions to support student use of the on-line option. A positive by-product of this initiative has been that continuing students are registering earlier and with few difficulties.

Degree Audit

Currently we use CAPP (Curriculum, Advising, and Program Planning) for Degree Audits. Almost all of our programs are now built in CAPP. The degree audits which are accessed through Self-Service Banner are used by students to track their progress as well as run "What If" scenarios to see where there courses would fall if they decided to change their program of study. Students can also use the degree audit to see what courses are being used for their degree and what ones are not. Degree Audits are also used by Advising and Counseling for advisement purposes. The Registration Office uses degree audits for transfer credit evaluations, graduation clearances and well as checking the applicability of courses using SICAS 8; which runs course applicability compliance right through CAPP.

Document Imaging

The Office began document imaging during the 2008-09 academic year. Over 250,000 documents including files from 1997-98 through 2003-04 have been completely imaged. Since there are more documents to image for these newer files due to document retention guidelines, it will take longer to complete this process given staffing constraints. Today, the document imaging process is being used mainly as an archival process. However, as the Office heads toward being totally without files, with proper imaging staffing and workflow software in place, it is our intention to move forward to imaging being the beginning of the process rather than the end (archival) as is currently the case.

Verification of Enrollments, Degrees, and On-Line Transcript Requests:

The Office partnered with the National Student Clearinghouse to provide Degree Verify information to prospective employers, transfer institutions, and other third parties who wish to verify student past enrollment and graduation. The successful transition to Degree Verify

supports the Records & Registration Office decision to explore implementation of On-Line Transcript Requests through the National Student Clearinghouse.

Banner 8 and Wait-listing

Implementation of Banner 8 upgrades was a major focus of the Records & Registration Office in 2010. It was imperative to get to Banner 8 since it is with this version that Wait-listing will be possible. We will be working closely with Academic Affairs and other Student Services units to ensure a smooth and thoughtful implementation of wait-listing.

Collaborations and Partnerships

Credit Course Bulletins

In concert with the Enrollment Management Group which includes Admissions, Financial Aid, Student Accounts, and Academic Vice Presidents, the Office developed a Spring/Summer Course Bulletin beginning with the Summer 2009 semester. In the past, the Summer Schedule was either a stand-alone bulletin or connected with the Fall Bulletin, both usually published in March prior to Spring Break week. By tying the Summer Schedule with the Spring Schedule, students are able to see what courses will be offered in the Summer as early as November of the preceding year. This also allows for students to plan better as well as giving students who are attending another institution an earlier view of the summer course offering. There was a 9.7% increase in headcount and a 7.6% increase in FTEs for Summer 2009 over Summer 2008 and then a subsequent 4.5% increase in headcount and an 8.5% increase in FTEs for Summer 2010 over Summer 2009. This trend continued in Summer 2011 with a 1.3% increase. It should be noted that while the downturn in the economy is likely the main factor in the enrollment increase (as students attending other colleges take advantage of lower cost credit courses they can transfer back to their home institution), the earlier availability of the Summer Schedule contributed to the increase as well.

Reformation

A subcommittee was formed charged with the responsibility of getting each administrative area to review forms used by students and shared with other areas. This initiative was an outgrowth of the Division's internal review exercise and recommendation to the

Enrollment management Group. During the 2009-10 academic year, Records & Registration was the first Office to begin the process of redesigning and updating forms to meet the criteria as set by the committee. The review process continues as new forms are developed and current forms are revised.

HVEC Consortium

The Registrar continues to play an integral role in work with the Hudson Valley Educational Consortium in developing processes and procedures for the seamless enrollment of students into those programs offered through the Consortium. The Registrar is the campus point person for prospective, new and continuing students. He facilitates admission and registration into and maintains close working connections with his counterparts at the four community college campuses involved in the consortium

2011-15 GOALS/PRIORITIES

1) Develop On-Line Transcript Request Processing

2) Begin automating transfer credit equivalencies for ease in advising and transfer evaluation

3) Develop Waitlist Process with input from Academic Departments

4) Develop Work-Flow Process that allows certain Forms to be initiated On-Line (such as Change of Program; Change of Grade; DFW Forms) and then electronically submitted to the processing office or signatory individual responsible for receiving the form.

5) Develop Self-Service through the National Student Clearinghouse for Advanced Registration and Enrollment Certificates.

6) Image all of the remaining files and eliminate need for file room

7) On-Line Transcript Requests with the National Student Clearinghouse in the 2010-11 academic year

8) Strive to improve usage of online registration; assess current usage and invite student feedback to improve the process

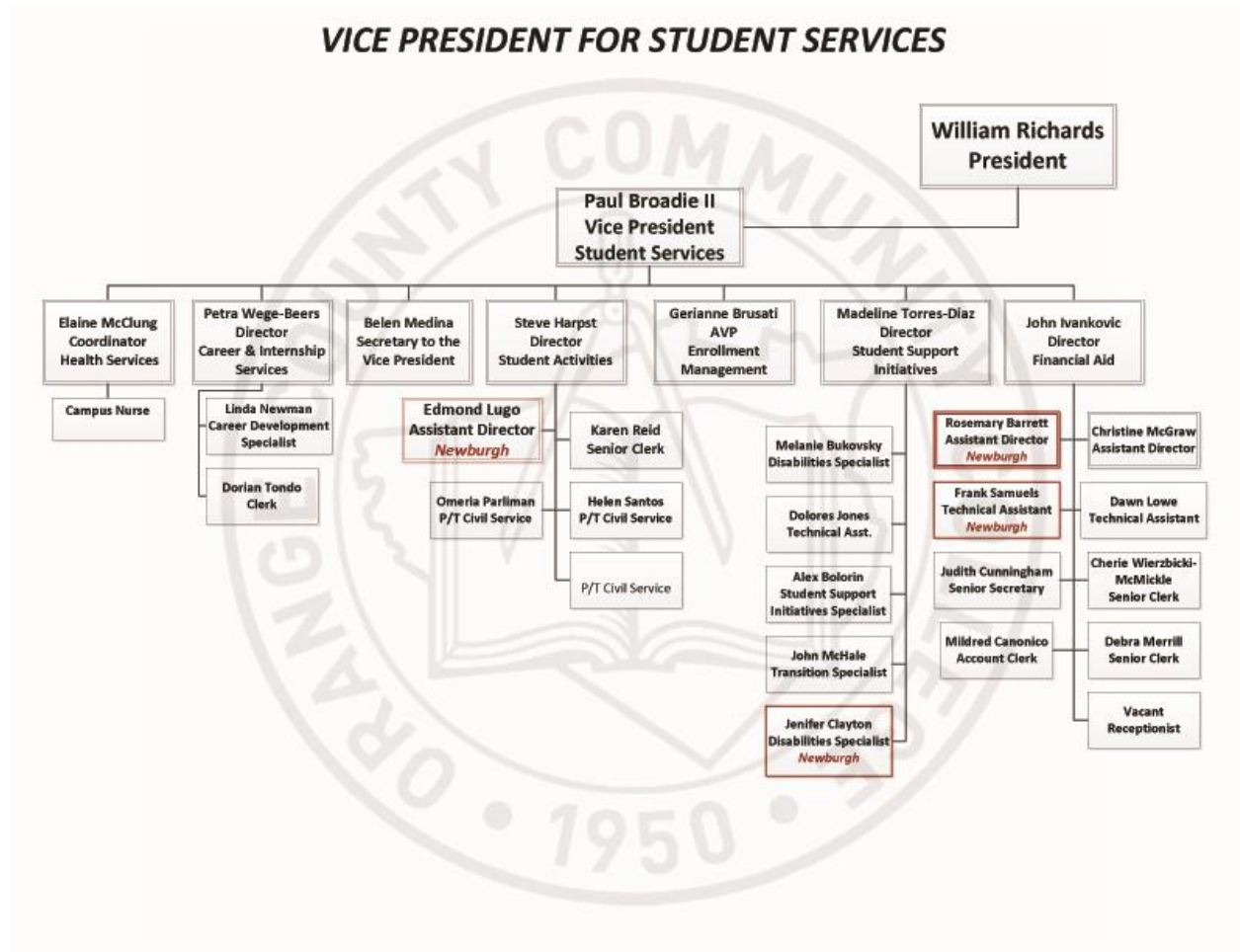9) Remain current and in compliance with state and federal laws

10) Work with Academic Affairs leadership to develop procedures that support College academic policy

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VICE PRESIDENT FOR STUDENT SERVICES

William Richards
President

Paul Broadie II
Vice President
Student Services

Elaine McClung
Coordinator
Health Services

- Campus Nurse

Petra Wege-Beers
Director
Career & Internship Services

- Linda Newman
Career Development Specialist
- Dorian Tondo
Clerk

Belen Medina
Secretary to the Vice President

- Edmond Lugo
Assistant Director
Newburgh
- Omeria Parliman
P/T Civil Service

Steve Harpst
Director
Student Activities

- Karen Reid
Senior Clerk
- Helen Santos
P/T Civil Service
- P/T Civil Service

Gerianne Brusati
AVP
Enrollment Management

Madeline Torres-Diaz
Director
Student Support Initiatives

- Melanie Bukovsky
Disabilities Specialist
- Dolores Jones
Technical Asst.
- Alex Bolorin
Student Support Initiatives Specialist
- John McHale
Transition Specialist
- Jenifer Clayton
Disabilities Specialist
Newburgh

John Ivankovic
Director
Financial Aid

- Rosemary Barrett
Assistant Director
Newburgh
- Frank Samuels
Technical Assistant
Newburgh
- Judith Cunningham
Senior Secretary
- Mildred Canonico
Account Clerk

- Christine McGraw
Assistant Director
- Dawn Lowe
Technical Assistant
- Cherie Wierzbicki-McMickle
Senior Clerk
- Debra Merrill
Senior Clerk
- Vacant
Receptionist

2011

Organizational Chart

Associate Vice President for Enrollment Management

William Richards
President

Paul Broadie II
Vice President
for Student Services

Gerianne Brusati
Associate Vice President

Vacant
Principal Clerk

Neil Foley
Registrar

Rohan Howell
Director
Admissions & Recruitment

Angela Romano
Associate Registrar

Shawn Cheatham
Admissions
Community Liaison

Crystal Schachter
Director
Advising & Counseling

Joyce Depew
Senior Secretary

Kelly Fox
Asst. Registrar

Vacant
Asst.Director
Admissions

Lindsay Amodio
Admission
Counselor

Talia Llosa
Assistant Director

Secretary

Diane Simcik
Secretary/Admin. Asst.

Fran Girolamo
Secretary

Tiffany Graham
Secretary/Admin.
Asst.

Daniel Burk
Technical Asst.

Terri VanEveren
Counselor

Anthony Scalia
Academic Advisor
Retention Specialist

Theodore McHugh
Typist I

Ellen Liu
Typist II

Joanne Penzato
Academic Advisor
Retention Specialist
Newburgh

Maureen Flaherty
Academic Advisor
Retention Specialist

Stacey Smith
Principal Clerk

Donna Sanders
Typist II

Peter Cutty
Counselor
Newburgh

Jamie Cupolo
Academic Advisor
Retention Specialist

Principal Clerk

Anita Spero
Typist I

Senior Clerk

Elizabeth Murphy
Senior Clerk

Vacant
Retention Specialist

Kelly Jonigan
Senior Clerk

Deborah Saksen
Clerk II

Admin Rivero-Fermin
P/T Typist I

Camille Ricci
Typist II

Vacant
Principal Clerk

Cynthia Stevens
Clerk II

Vacant
P/T Counselor

2011

Appendix B

Professional Organizational Affiliations

Admissions
- AACRAO – American Association of College Registrars and Admissions Officers
- NACAC – National Association of College Admissions Counselors
- SUNYCAP – State University of New York College Admissions Professionals
- OCCA - Orange County Counselor's Association

Advising & Counseling

- NACADA- National Academic Advising Association
- OCCA – Orange County Counselor's Association
- NASPA – Student Affairs Administrators in Higher Education
- NYSTAA – New York State Transfer and Articulation Association
- ACA – American Counseling Association

Career & Internship Services

- SUNY CDO (Career Development Organization)
- Mid-Hudson CDO
- NACE (National Association for Colleges and Employers)

Disability Services

- Orange County Counselor's Association
- DUSO (Dutchess, Ulster, Sullivan, Orange)
- New York State Disability Service Counsel
- NACADA – National Academic Advising Association
- City of Newburgh Youth Bureau Prevention Policy Board

Enrollment Management

- AACRAO – American Association of College Registrars and Admissions Officers
- NACADA – National Academic Advising Association
- SUNYCEM – SUNY Chief Enrollment Managers

Financial Aid

- NYSFAA – New York State Financial Aid Administrators
- NASFAA – National Association of Financial Aid Administrators

- SICAS – Financial Aid User's Group
- Sungard Financial User's Group

Health Services

- American College Health Association
- New York State College Health Association
- National Association of School Nurses

Student Activities

- National Association for Campus Activities

Student Support Initiatives

- Orange County Counselors Association
- NACADA – National Academic Advising Association
- DUSO – Dutchess, Ulster, Sullivan Orange
- AHEAD – Association for Higher Education and Disability
- City of Newburgh Youth Bureau Prevention Policy Board
- Newburgh Community Action Team Board
- Community Development Advisory Board – ex-official

Records & Registration

- SUNYRA – State University of New York Registrars' Association
- AACRAO – American Association of College Registrars and Admissions Officers

Vice President Student Services

- ACPA
- NASPA
- SUNY CSAO

Addendum A

Advising & Counseling Assessment Plan

Philosophy:
"Developmental advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making, and evaluation skills" (Crookston, 1972/94, p. 5).

Vision:
Our vision is to maximize students' potential through opportunities for self-sufficiency and growth in the educational process, inspiring lifelong learning and respect for one's membership in a global community.

Mission:
As an integral part of the Student Services Division and the broader College community, the mission of Academic Advising at SUNY Orange is to collaborate with students in developing the resources, skills and knowledge to pursue their academic, career and personal goals.

Values:

- Appreciation for the individuality of each student
- Collaborative student relationships that foster responsibility and self-sufficiency
- Partnerships with faculty, staff and other institutions
- Respect for professional practice, development and interactions with students and colleagues
- Participation in and enhancement of the college community
- Providing access to services and opportunities that meet the needs of our students
- Embracing change, continuous development and lifelong learning

Advising Program Goals:
1. Provide relevant, accurate and timely information.
2. Collaborate with students in the development and pursuit of educational, career and life goals.
3. Enable students to be self-directed and self-sufficient.
4. Work in partnerships to promote student success.
5. Constantly improve our services.
6. Facilitating transitional skills

Process/Delivery Outcomes: Desired outcomes for the process/delivery of advising

These process/delivery outcomes inform Advising Program Goals 1, 2, and 3:

Advisors will…
- Clarify institutional policies
- Clarify institutional procedures
- Interpret program requirements
- Interpret program content
- Interpret program objectives
- Assist students to understand their educational context
- Stay current on policy
- Stay current on programs
- Stay current on procedures
- Respect the specific informational needs of each individual student
- Respect the specific informational desires of each individual student
- Provide students with information on college resources
- Provide students with information on college services
- Provide students with information on college opportunities
- Assist students to assess interests
- Assist students to assess abilities
- Aid students in clarifying goals
- Aid students in developing short-term plans for achieving those goals
- Aid students in developing long-term plans for achieving those goals
- Advise students on the selection of appropriate courses
- Advise students on the selection of appropriate programs
- Advise students on the selection of other educational experiences
- Advise students on the selection of other educational opportunities
- Be familiar with available programs
- Be familiar with available courses
- Be familiar with available services
- Be familiar with available opportunities
- Understand transfer options associated with various programs
- Understand career options associated with various programs
- Evaluate academic progress
- Evaluate the impact of academic progress on progression toward goals
- Help to identify solutions for obstacles that may be impacting educational progress
- Help identify resources for obstacles that may be impacting educational progress
- Appreciate the influence of students' personal context
- Appreciate the influence of students' environmental context

These process/delivery outcomes inform Advising Program Goals 2, 3, and 4:
Advisors will:
- Assist students to develop effective decision-making skills
- Help students in forming accurate self-appraisals
- Understand the developmental approach to advising
- Promote the shared responsibility of Academic Advising between student and Advisor

- Facilitate student autonomy
- Value lifelong learning
- Encourage lifelong learning
- Provide access to thorough information
- Provide access to thorough resources
- Provide access to accurate information
- Provide access to accurate resources
- Provide access to relevant information
- Provide access to relevant resources
- Respect students' self-knowledge
- Respect students' self-determination

These process/delivery outcomes inform Advising Program Goal 4:
Advisors will…
- Communicate with other campus constituencies
- Collaborate with other campus constituencies
- Refer students to relevant internal resources
- Refer students to relevant internal services
- Refer students to relevant internal opportunities
- Refer students to external resources
- Refer students to external services
- Refer students to external opportunities
- Collect data about student needs for use in institutional decision-making
- Collect data about student preferences for use in institutional decision-making
- Collect data about student performance for use in institutional decision-making
- Distribute data about student needs to the college community for use in institutional decision-making
- Distribute data about student preferences to the college community for use in institutional decision-making
- Distribute data about student performance to the college community for use in institutional decision-making
- Act as a resource for faculty seeking assistance with student questions
- Act as a resource for faculty seeking assistance with student concerns
- Act as a resource for faculty seeking assistance with student needs
- Act as a resource for staff seeking assistance with student questions
- Act as a resource for staff seeking assistance with student concerns
- Act as a resource for staff seeking assistance with student needs
- Appreciate the value of the collaborative process
- Understand the role of Advising within the context of the college community
- Collaborate with community agencies to provide enhanced services to students
- Collaborate with community agencies to provide enhanced programs to students
- Maintain current information for on-campus services
- Maintain current information for on-campus resources
- Maintain current information for on-campus opportunities
- Maintain current information for off-campus services
- Maintain current information for off-campus services resources
- Maintain current information for off-campus services opportunities

These process/delivery outcomes inform Advising Program Goal 5:
Advisors will…
- Evaluate our programs
- Evaluate our services
- Assess our programs
- Assess our services
- Provide professional development programs
- Provide professional development opportunities
- Participate in professional development programs
- Participate in professional development opportunities
- Collect student feedback
- Respond to student feedback
- Collaborate with college faculty to coordinate services
- Collaborate with college faculty to share information
- Collaborate with college faculty to improve student experiences
- Collaborate with college staff to coordinate services
- Collaborate with college staff to share information
- Collaborate with college staff to improve student experiences
- Understand the Advising Mission
- Understand the Advising Goals
- Understand strategies for achieving the Advising Mission
- Understand strategies for achieving the Advising Goals
- Appreciate the importance of continuous assessment
- Appreciate the importance of continuous evaluation
- Appreciate the importance of continuous improvement

Student Learning Goals for Advising
1. Intellectual and personal growth
2. Develop and pursue educational, career and life goals
3. Self-sufficiency and self-direction / responsibility
4. Understand SUNY Orange policy, procedures, resources and opportunities
5. Understand the purpose of their curriculum and overall education
6. Decision-making skills
7. Transitional Skills

Student Learning Outcomes: Students will (do/know/value):

Goal 1: Intellectual and personal growth
- Demonstrate realistic self-appraisal
- Achieve personal goals
- Achieve educational goals
- Demonstrate effective communication
- Demonstrate self-respect
- Demonstrate respect for others
- Appreciate the value of lifelong learning

Goal 2: Develop personal, educational and career goals

- Craft a coherent educational plan based on assessment of abilities
- Craft a coherent educational plan based on aspirations
- Craft a coherent educational plan based on interests
- Craft a coherent educational plan based on values
- Understand transfer options
- Understand career options
- Choose a major
- Articulate attainable life goals
- Articulate attainable career goals
- Set short-term strategies for achieving goals
- Set long-term strategies for achieving goals
- Appreciate the value of ongoing goal assessment
- Appreciate the value of ongoing recalibration

Goal 3: Self-sufficiency and responsibility
- Assume responsibility for meeting academic program requirements
- Attend regular advising meetings
- Attend timely advising meetings
- Participate in online self-registration
- Ask appropriate questions
- Request help when necessary
- Initiate action toward achievement of goals
- Value independence

Goal 4: Understand SUNY Orange policy, procedures, resources and opportunities
- Articulate program requirements
- Successfully navigate the college's policies
- Successfully navigate the college's procedures
- Find information using the SUNY Orange catalog
- Find information using the SUNY Orange website
- Effectively utilize resources
- Effectively utilize opportunities
- Demonstrate ability to use campus technology

Goal 5: Appreciate the purpose of their curriculum and overall education
- Articulate the purposes of higher education
- Articulate the worth of higher education
- Understand the intent of their academic program
- Appreciate the value of a general education
- Connect learning across disciplines
- Connect learning to career experiences
- Connect learning to life experiences
- Exhibit commitment to lifelong learning
- Understand their degree program within the context of their goals

Goal 6: Decision-making skills
- Use complex information from various sources to set goals

- Use complex information from various sources to reach decisions
- Use personal goals to guide decisions
- Use personal values to guide decisions
- Evaluate skills
- Evaluate abilities
- Evaluate interests
- Use to skills to develop appropriate plans
- Use to abilities to develop appropriate plans
- Use to interests to develop appropriate plans
- Choose courses
- Create a schedule
- Select appropriate campus activities
- Select appropriate opportunities

Addendum B

Student Services Central- Newburgh - 2012 Update

Vision behind this model of service:
Through the Newburgh Campus Student Services Central at the Newburgh Campus we aim to provide efficient, convenient and expedited enrollment services and supportive information in one convenient location. We are striving through this vision, to guide, support and enroll students using a student-centered model that supports institutional growth and meets students' needs. We work closely with all College offices to serve all our students.

Our knowledgeable crossed-trained staff provides assistance with admissions, financial aid, assessment testing, advising and counseling, payment services, noncredit registration and services to disabled students.

Student Services Central Mission:
Student Services Central is committed to providing clear, complete and accurate information to each student who wishes to apply, enroll and finance their education at SUNY Orange. As part of our commitment to serve our current and prospective students, we strive to exceed their expectations in achieving academic and personal success.

This past year, SSC implemented the following:
- QFlow: Students sign-in using an electronic touch screen kiosk. This new system directs students to the appropriate staff member, provides them with important information on their tickets and informs staff of their presence and records before students arrive at their desk. Students have the flexibility of waiting their turn at multiple locations throughout Kaplan Hall and the Tower Building and keeping informed of their turn via the TV monitors throughout both buildings. Administratively, we have access to data never recorded or gather before due to this student traffic management system.
- Contact center features with existing resources. Currently we have relied on a more robust telephone system that has allowed us to manage calls and responses to inquiries more effectively and comprehensively than ever before. We also utilize StudentServicesCentral@sunyorange.edu as a way to answer questions and guide students' inquiries via email.
- Effective and efficient processing of noncredit registration and information.
- Usage and reliance on OnBase, the document imaging system instituted College-wide.
- A student satisfaction and assessment survey. Every student who visits SSC receives an email asking for feedback on his or her experience at the center.

Data and Assessment

- Overall traffic at the Newburgh Campus SSC has increased 41% compared to last year.
- 92% of students who responded to the SSC survey agreed that the reason for their visit was resolved.
- Performance rating on a 4 point scale indicated:
    - Provide Clear and Accurate Information   3.83
    - Provide Assistance in a Timely Manner   2.93
    - Provide Convenient One-Stop Services   3.44
    - Overall Rating   3.53
- Newburgh enrollment continues to be at all time high with an increase of 11.8% FTE over last year. Close to 70% of all students currently registered in Newburgh are taking all of their courses at the Newburgh Campus.
- The following is a list of all assessment data gathered at SSC and used for changes and improvement in services to students:
    - SSC Statistics breakdown
    - Advising and ES Data
    - Semester enrollment data report
    - Semester Survey charts and results
    - Total Withdrawals by semester
    - Reason for Withdrawals – Comparative report

Student Services Central Goals and Objectives:

SSC Goals & Objectives	SUNY Orange Strategic Priority 2009-2014
Continue to serve students in the most comprehensive and coordinated manner possible, always aiming to provide expedient and accurate information as we support enrollment and retention at SUNY Orange. • **Continue to cross-strain staff in all areas of enrollment services and support services** • **Maintain fiscal efficiency and effectiveness in all planning and services** • **Continue to identify ways to streamline enrollment processes and support services for students as part of enhancing service delivery** • **Continue to gather data (satisfaction survey, withdrawal analysis, etc.) to modify and enhance services** • **Support the implementation of MT One Stop center**	**I, II and V**
In partnership with the IT department, we will explore ways to improve services: • **Implement a full contact center that will enable us to appropriately address all students questions and concerns via the telephone and the internet** • **Manage the increasing number of calls and emails, and build reporting mechanism**	**II and V**

for all contacts the SSC contact center receives regarding enrollment and support services • **Continue to re-align QFlow traffic maps to expedite students signing-in process** • **Implement full usage of QFlow services classification reports**	
Reduce reliance on mailing services between campuses and expand the usage of document imaging technology: • **Expand the implementation of OnBase usage at the Newburgh Campus to support other student services departments, such as Registration, Bursars, etc.**	**IV and V**
In collaboration with the Advising and Counseling department, Implement New Start Sessions with Lab Components	**V**
Seek alternative and grant sources of funding for Newburgh Campus initiatives	**III**
In collaboration with Student Services Middletown departments, expand off-peak Enrollment Specialists projects that support retention and enrollment at SUNY Orange	**II and V**

Addendum C

College Goals (revised 1/2012)

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.