

# ACADEMIC AFFAIRS



## ANNUAL REPORT ACADEMIC YEAR 2012-2013

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## EXECUTIVE SUMMARY

I am honored to have completed my second year as your Vice President for Academic Affairs and am excited about entering my third year at SUNY Orange. The following pages capture a portion of activities within each area under the umbrella of Academic Affairs that speak to the commitment of the SUNY Orange faculty, staff, and administration both within and beyond the classroom setting. It also represents the rewarding journey that defined my first two years. Our impact continues to be impressive as we reach students on two campuses, online, and at a variety of high schools and satellite locations within the communities we serve.

Listed below you will find highlights of AY 2012-2013 followed by greater levels of information reported from each unit within Academic Affairs. The year-end report provides an opportunity for self-reflection, where Academic Affairs can take inventory of our achievements and progress as well as consider new initiatives that best support our future.

### **General Highlights of AY 2012-2013:**

- A large number of faculty and staff within Academic Affairs have been engaged in the Middle States Commission on Higher Education Self-Study, and I thank all of you for your contributions to this exhausting and lengthy yet rewarding process.
- The College was awarded another SUNY Innovative Instruction Technology Grant within the Applied Technologies Department. The Department will use these funds to improve the study of virtualization for Networking and Cyber Security majors, with the goal of exposing students to a more extensive range of technologies and giving them relevant, applicable experience in a wider set of technology platforms.
- The College is in its second year of a \$1.8 million dollar Title 3 grant to improve the student enrollment experience through a Middletown One-Stop model and enhanced technologies. Strengthened partnerships between Academic Affairs and Student Services will support this model.
- Fifteen (15) faculty participated in a three-credit hour graduate course hosted jointly by our Center for Teaching and Learning (CTL) and the NYSUT Education and Learning Trust (ELT) following the spring 2013 semester. Financial support was made available through the Faculty and Staff Development Committee.
- The SUNY Orange Achievements in Research and Scholarship (SOARS) conference was a wonderful opportunity for our students to showcase their work during the spring 2013 semester. As a result of the first conference, SUNY Orange will be featured in a monograph dedicated to showcasing undergraduate research efforts at community colleges published by the National Council for Instructional Administrators (NCIA) and the Council for Undergraduate Research (CUR).
- It is always my privilege to learn more about the exceptional work of the faculty through the Promotion, Retention, and Tenure (PRT) process, and I am proud to report thirty-six (36) tenure-track faculty were recommended for retention, eleven (11) were promoted, and five (5) were granted tenure.

- The Center for Teaching and Learning (CTL) continued its support of the iPad program for faculty, with ten (10) new participants joining last year's twenty-four (24) participants.
- The Center for Continuing and Professional Education (CAPE) engaged in strategic planning efforts that resulted in a focused plan for each unit within that department.
- Academic departments and the Associate Vice Presidents continued to be actively engaged in the planning of the Center for Science and Engineering, which will open in fall of 2014.
- The Academic Policy Committee, in collaboration with the Office of Academic Affairs, revised the *Academic Policy Manual* for implementation in fall 2013.
- Learning Assistance Services was renamed Academic Support Services.
- Peter Soscia joined the College as the Senior Associate Vice President for Academic Affairs at the Newburgh Campus. In addition to supporting the Newburgh Campus operations, Pete will oversee Cultural Affairs, the Office of Educational Partnerships, Academic Support Services, and developmental education initiatives.
- The Professional Awards and Recognition Committee adopted new awards to recognize the hard work of our colleagues. This year, Elaine Torda was the recipient of the first Professional Staff Award at SUNY Orange.
- The Office of Academic Affairs, through AVP Moegenburg, is managing the statewide Seamless Transfer initiative. Much work will continue through the 2013-2014 academic year as this initiative unfolds.
- AVP Michael Gawronski is a critical member of the portal implementation task force managed by Information Technology Services (ITS).

As you can see in this snapshot of activities, AY 2012-2013 was an extremely busy year for Academic Affairs. We should all be proud of our collective achievements, which we will continue to build upon together. The 2013-2014 year will be defined by major projects at the College, with many, if not all, impacting Academic Affairs. Perhaps the most visible will be the construction of the Center for Science and Engineering on the Middletown Campus. Yet, this is only one project of many. While we all will feel stretched in many directions, this is a consequence of the initiatives we have undertaken to positively impact the lives of our students and make SUNY Orange a better place to learn and work.

I want to thank all of the faculty and staff within Academic Affairs for their support and management of the many demands that are placed upon our offices throughout the year. Our Department Chairs and the faculty define this institution with amazing levels of commitment and dedication to their disciplines and to our students, and they inspire all of us through their efforts. The Associate Vice Presidents further enrich Academic Affairs through the many initiatives they support, and their commitment to the institution, their colleagues, and our students is unmatched. Finally, I recognize that so many others throughout the College contribute to the work in Academic Affairs, and while I cannot name each person individually, please know that I appreciate you and the supportive environment that you help create at SUNY Orange.

Heather Perfetti  
Vice President for Academic Affairs

***Thank you to the 2012-2013 Academic Leadership Team!***

*Paul Basinski  
Eileen Burke  
Alice Coburn  
Rosamaria Contarino  
Lucinda Fleming  
Mary Ford  
Michael Gawronski  
Nadine Girardi  
Flo Hannes  
Cory Harris  
Michele Iannuzzi-Sucich  
David Kohn  
Ron Kopec  
Suzanne Krissler  
Maureen Larsen  
Jennifer Lehtinen  
Dr. Maria Masker  
Michael McCoy  
Stacey Moegenburg  
Candice O'Connor  
Dennis O'Loughlin  
Susan Parry  
Anne Prial  
Patricia Sculley  
Patricia Slesinski  
Roberta Smith  
Shelia Stepp  
Linda Stoms  
Elizabeth Tarvin  
Elaine Torda  
Dr. Frank Traeger  
Mary Warrener  
Cartmell Warrington  
Dena Whipple  
Linda Fedrizzi-Williams  
John Wolbeck*

## **LIBERAL ARTS DIVISION**

- Arts and Communication
- Behavioral Sciences
- Criminal Justice
- Education
- English
- Global Studies

## LIBERAL ARTS DIVISION AY 2012-2013

*Submitted by: Michael Gawronski and Stacey Moegenburg, Associate Vice Presidents*

*Note: The Liberal Arts Division was overseen by Interim Associate Vice President, Mary Warrener, through the Fall 2012 semester. Beginning in January 2013, the reporting structure was temporarily split, with the Arts & Communication and Global Studies departments reporting to Associate Vice President Michael Gawronski and the Behavioral Sciences, Criminal Justice, Education and English departments reporting to Associate Vice President Stacey Moegenburg. An unsuccessful search for the AVP Liberal Arts was conducted during Spring 2013.*

### ◆ **LOOKING BACK**

#### ***AY 2012-2013 Goals of the AVP for Liberal Arts***

- Working with the English Department, facilitate the transition of the Reading Lab into a Reading Center designed to support the development of students' reading skills by having them work one-on-one with an instructor or professional tutor.  
*Achieved. Reading Center is staffed and operational in BT 362 and 364. Adjustments to staffing will be made throughout academic year 2013-2014.*
- Working with the Behavioral Sciences Department, promote the creation of the position of Human Services Coordinator to focus on the development and growth of the program and oversee its unique requirements and opportunities  
*Ongoing. This position has not been created. What did take place was a thorough review of the consultant's report produced at the end of Spring 2012 and recommendations were made for changes to consider via negotiations with the Staff & Chair Association.*
- Working with the constituencies represented on the Developmental Oversight Team, including the English and Math departments, continue to expand the current college readiness offerings, including the Pre-semester Interventions and the Summer Institute.  
*Achieved. Pre-Semester Writing and Math offerings were increased in Summer 2013.  
Achieved. Changes in Developmental coding to improve assessment and tracking.*
- Working with all departments in the division, continue to expand distance learning course offerings, while ensuring quality of instruction, equity of faculty assignments, and availability of faculty on campus.  
*Achieved. Six new Distance Learning courses were developed in the Liberal Arts Division in academic year 2012-2013. See specifics in departmental reports below. Faculty assignments are reviewed thoroughly at loading meetings prior to the beginning of each semester.*
- Working with Consortium members and division chairs and faculty, explore revising and expanding academic travel opportunities.  
*Ongoing. During academic year 2012-2013, the Global Studies Department sponsored one trip: Germany and Austria. Plans for revising and expanding offerings exist for next academic year. See Global Studies department report below.  
Ongoing. Discussions with the Hudson Valley Educational Consortium regarding shared opportunities for study abroad.*

## **Assessment**

Several areas in the Liberal Arts Division conducted formal assessments in Academic Year 2012-2013.

- In the English Department, student learning outcomes in Basic Writing Skills courses (WRT 030 and WRT040) were examined and revised.
- The Education Department conducted a Program Review of the AAS Early Childhood and Care programs, part of which included conducting mid-semester student surveys as well as End of Program Exit Surveys.
- The Behavioral Science Department began implementing recommendations from the AS Human Services program review.
- The Criminal Justice Department began implementing recommendations from their program review, both of which were conducted last academic year.
- Examining and revising student learning outcomes in all courses in the Global Studies Department commenced this academic year and will continue into next.

All the Liberal Arts departments are aware of pending changes and potential adjustments to curricula that may result from the SUNY Seamless Transfer and SUNY definition of transfer paths. Curricula mapping and adjustments associated with this initiative will occur next academic year.

### ***Baseline Established for Benchmarks to Review Annually in the Liberal Arts Annual Report***

*\*using Fall 2012 freeze reports*

Total AFTEs in the College – 2195.7 / Total AFTEs in Liberal Arts majors – 829.14  
Liberal Arts majors = 37.76% of Total

Total Headcount in the College – 6,716 / Total Headcount of students in Liberal Arts majors = 2,168  
Liberal Arts majors = 32.28% of total

**(SEE modified Liberal Arts Enrollment Report – Addendum #1)**

Total # of Liberal Arts sections per semester

Fall 2012:	652	(56= CCHS)
Spring 2013:	591	(56 = CCHS)
Summer 2013:	103	(2 = CCHS)
Total AY 12/13:	1,346 sections run in AY 2012-2013	

*(In future reports, aim to include data on successful completion rates in Liberal Arts courses.)*

Total number of FT faculty (including chairs): 64 + 1 technical assistants

FT:PT ratio (classes taught by FT:PT)

AY 2009-2010:	50.68% FT	49.32% PT
AY 2010-2011:	51.24% FT	48.76% PT
AY 2011-2012:	51.65% FT	48.35% PT
AY 2012-2013:	53.38% FT	46.62% PT



### Statistics for the Summer College Readiness Program

Summer 2012 - Summer College Readiness Offerings							
		Satisfactory Grade	Unsatisfactory Grade	Did not finish - Z	Total	Retention	Retention
Course	CRN					Fa2012	Sp2013
Pre-Sem 040	31031	6	8	0	14	13/14	11/14
Pre-Sem 040	31032	9	5	1	15	14/15	13/15
Pre-Sem 040	31033	10	2	3	15	15/15	12/15
Pre-Sem 040	31034	12	3	0	15	15/15	14/15
Pre-Sem 040	31064	5	4	1	10	10/10	9/10
	Sub Totals	42	22	5	69	67/69	59/69
	Percentages	61%	32%	7%	100%		
Pre-Sem Alg	31028	9	3	0	12	12/12	11/12
Pre-Sem Alg	31029	6	2	0	8	8/8	7/8
	Sub Totals	15	5	0	20	20/20	18/20
	Percentages	75%	25%	0%	100%		
Sum Inst R/W	31026	3	4	0	7	7/7	6/7
	Sub Totals	3	4	0	7		
	Percentages	43%	57%	0%	100%		
	<i>SUB -TOTALS</i>	<i>60</i>	<i>31</i>	<i>5</i>	<i>96</i>	<i>students</i>	
		<i>63% ready for non-dev</i>	<i>32%% not ready</i>	<i>5% did not finish</i>	<i>100%</i>		
Course							
Post-Sem Alg	31035	1	2	0	3	1/3	1/3
Post-WRT	31036	10	3	0	13	13/13	9/13
Post-WRT	31037	4	3	0	7	7/7	7/7
	Sub-Totals	15	8	0	23	21/23	17/23
	Percentages	65% ready for non-dev	35% not ready	0% did not finish	100%		
	<i>SUB-TOTALS</i>	<i>15</i>	<i>8</i>	<i>0</i>	<i>23</i>	<i>students</i>	
		<i>65% ready for non-dev</i>	<i>35% not ready</i>	<i>0% did not finish</i>	<i>100%</i>		
	<b>TOTALS</b>	<b>75</b>	<b>39</b>	<b>5</b>	<b>119</b>	<b>115/119</b>	<b>100/119</b>
		<b>63% ready for non-dev</b>	<b>33%% not ready</b>	<b>4% did not finish</b>	<b>100%</b>	<b>115/119</b>	<b>100/119</b>
						<b>97%</b>	<b>84%</b>
Sum InstArith	31025	8	1	0	9	8/9	8/9
	Sub-Totals	<b>8</b>	<b>1</b>	<b>0</b>	<b>9</b>		
	Percentages	89%	11%	0%	100%		
		Moved up one level	Did not proceed to the next lev.				
					<b>128</b>	<b>123/128</b>	<b>108/112</b>
					<b>students</b>	<b>96%</b>	<b>84.4%</b>

Altogether, 128 students participated in Summer College Readiness Coursework. 119 students participated in Summer College Readiness coursework that had the potential, if passed, to propel students directly into non-developmental courses for Fall 2012. Of the 119 students, 88 of them (74%) were able to favorably alter their Fall 2012 course schedules. 75 of them (63%) successfully completed their Summer College Readiness coursework and moved directly into non-developmental coursework in Fall 2012. 13 additional students showed progress during the

summer and were placed into coursework that provided extra support (i.e. Learning Communities and Support Modules for Freshman English 1) in the Fall 2012 semester. The retention rates of participants in the Summer College Readiness are good. 96% of participants remained at the College through Fall 2012. 84.4% remained in coursework through the Spring 2013 semester.

Number of curricular changes to go through Curriculum Committee process:

Five major curricular changes went through the Curriculum Committee process this academic year. See details below in departmental reports. A sixth curricular change (new course entitled Terrorism and Society) is nearing the final stages of approval.

### ◆ **HIGHLIGHTS OF LIBERAL ARTS ACTIVITIES PERTAINING TO COLLEGE GOALS**

#### ***College Goal #1 – Academic Courses, Programs & Services***

To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.

Goals of students majoring in programs in the Liberal Arts division are captured in the annually-produced Enrollment Activity Report.

53.55% = goal to transfer  
17.11% = goal to seek employment  
19.55% = uncertain goal(s)  
8.72% = no response  
1.07% = other

In AY 2012-2013, focus on quality programs and student goal attainment took several forms. The English Department reviewed and revised Student Learning Outcomes for WRT 030 and WRT 040, increased DL offerings (one offered/ one developed). The Pre-Semester Interventions for Writing served 80 students. The Reading / Writing Summer Institute served seven students.

The Behavioral Sciences Department devoted energy and attention to an orientation to Human Service internships, a new procedure to better prepare students for their internship experiences. Their impressive portfolios were showcased at an end-of-year celebration for the graduates of the Human Services program. The celebration was enhanced with a guest speaker from a facility that provides services similar in nature to those studied by students in the program. The Behavioral Sciences Department is also in the final stages of developing a course focused on an introduction to counseling.

Program Reviews of the AAS and Certificate in Early Childhood Development and Care constituted a major effort in the Education Department. Early Childhood expert, Barbara Nilson, was enlisted as a reviewer. She provided excellent feedback and ideas for continuous improvement. Curricular changes in the jointly registered program with SUNY New Paltz required attention as New Paltz has changed their curricular requirements. Coordination and communication have been critical in tracking changes. There will be further changes in the near future as the SUNY Seamless Transfer initiative will present new information to be incorporated into these programs and advisement for them. Further, the Education Department has been engaged with both Lab Schools, which is detailed elsewhere.

The Criminal Justice Department increased DL offerings by one class. In addition, they continued to implement changes recommended in recent program review. Criminal Justice faculty developed a

timely and important new course: Terrorism and Society. Global Studies and Arts & Communication also increased their online offerings.

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

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

The College piloted an Embedded Librarian program this academic year, through which librarians teamed up with faculty members to provide services closely linked to course content. There were sixteen instances of embedded librarianship, eleven of which occurred within the Liberal Arts Division.

Academic Affairs began a cyclical assessment of Information Literacy. Eighteen instructors from a cross-section of disciplines at the College participated, nine of whom represented the Liberal Arts Division.

Several examples of engaging students in exploration of cultural diversity can be found in Liberal Arts Division activities. One example of engaging students in an environment that values diversity is the work of Professor Cacciatore, who, in addition to advising the Middletown Criminal Justice Club, also advises the Gay-Straight Alliance (GSA) and facilitated the clubs' attendance at the Northeast Lesbian, Gay, Bisexual and Transgender (LGBT) conference at the Rochester Institute of Technology. Another example is how the Arts & Communication Department, along with Cultural Affairs, sponsored the Women in Jazz series, Spring 2013 (Sherrie Maricle & The Diva Jazz Orchestra, Cindy Blackman-Santana, Eliane Elias) and "Playing Shakespeare! A Master class / workshop" with Joanne Zipay, founder and artistic director of Judith Shakespeare Company, NYC.

Focus on improving effective communication came in several forms. The revision of outcomes in WRT 030 and 040 demonstrate such a focus. Also in the English Department, The Writing Consultancy is transforming. Under the leadership of Anne Sandor and spurred by some external forces, it began shifting the focus away from Technical Writing labs and toward consultancy with faculty across the board. This is promising in that it will provide more customized support for faculty members who assign writing requirements. Next year the Writing Consultancy will continue to provide this assistance through workshops for specific classes, consultations with faculty, and follow-up conferences with students on topics such as research assignments, annotated bibliographies, use of MLA and APA documentation, article reviews, rubric design, plagiarism and resume writing.

The Liberal Arts Division has many strong examples of activities that demonstrate faculty commitment to civic responsibility and modeling such for students. Clubs are encouraged to participate in charitable activities (e.g. coat drives, fundraising for scholarships, participation in public awareness campaigns, etc.). A panel, that was open to the public, entitled "Gun Violence, Gun Rights and U.S. Society" was composed of regional experts on gun violence, a National Rifle Association representative and professors Robert Cacciatore and Michael McCoy. The program was moderated by Paul Basinski. This community event was attended by more than one hundred people and received recognition from the Times Herald-Record.

The Presidential election provided an opportunity to offer a special topics course, taught by Paul Basinski, Political Parties: Campaigns and Elections. This course coincided with College-wide voter registration drives. SUNY Orange students also worked on the campaign of Sean Patrick Maloney

who would go on to win the 18<sup>th</sup> Congressional District. During the academic year, the Congressman visited both our campuses. Subsequently, students Francesca Munoz and Christo Thomas would go on to work in the Congressman's local office. Students also helped to plan a Politics Day event which brought eight national, state and local officials to campus for a robust debate on everything from rising tuition costs to public safety on our campuses. The media covered the event; students were interviewed and gained that experience as well.

Global Initiative: Global Health continued through the Fall 2012 semester. Events included: Katherine Schwarz: "Feeding a World of 7 billion, Malawi as a Case Study." Orange County Department of Health: A Screening of "Unnatural Causes" Impact of Social and Economic Problem on Public Health. Dr. Walter Jahn: "Environmental Problems and Global Health." Dr. Walter Jahn: "The Biology of Violence and Aggression." Featuring: Tom King, President, NY State Pistol and Rifle Assoc; "A Symposium on Gun Rights, Gun Violence and American Society" whose panel included: Det. Jason Jennings, MPD; Jackie Hilly, Executive Director of NY Against Gun Violence; Robert Cacciatore, Michael B. McCoy, Moderated by Prof. Paul Basinski.

### ***College Goal #3 – Partnerships***

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

In collaboration with the Office of Career Services, the Arts & Communication and Behavioral Sciences Departments continuously seek new internship opportunities for students; for example, relationships with local business and institutions like Museum Village, Storm King Arts Center, Orange Regional Medical Center and Bethel Woods, among others, are being pursued.

A new offering of Basic Writing Skills 2 – WRT 040 took place at the Goshen Secure Center (detention center). This is a new relationship for the College.

Through the Office of Educational Partnerships, the following Liberal Arts-related articulation agreements were updated or established this academic year:

- Four Year Colleges:
  - Cornell University College of Agriculture and Life Sciences – updated Comprehensive Agreement;
  - DeSales University - A.A. And A.S. Comprehensive Agreement
- BOCES updates:
  - Advertising Art and Design;
  - Education and Management;
  - Law Enforcement

2013 is the second summer of offering ANT 104 – Archaeological Field Experience; an archeological dig in Warwick, NY on land managed by the Orange County Land Trust. Cory Harris made a presentation at Wisner Library in Warwick on the project. A similar relationship is being pursued; the Global Studies department is working with The Orange County Museum Village in Monroe. Its new director visited the College this year as the first step in establishing internships between the College and the museum.

The Education Department faculty actively and creatively engaged in curricular development and strategies via participation on the Lab Schools Curriculum Committee. In addition, the facilities provide an excellent, convenient resource for our students to observe, first hand, instructors working with young children and children thriving in well-designed, custom facilities. The

Education Department hosted the **American Library Association Notable Children's Books Banquet** for the third time on April 16 in the Gilman Center.

The Criminal Justice Department, led by Janine Sarback, collaborated with the Radiologic Technology Department and visited the Orange County Medical Examiner facility. This activity has led to an internship opportunity for our students in the Orange County Coroner's office. The Criminal Justice Department, in collaboration with the Middletown Police Department, facilitated the training of twenty-five local law enforcement agencies in the Alcohol, Tobacco and Firearms (ATF) Bomb, Arson Tracking System (BATS), a web based computerized case management system for law enforcement and public safety agencies that was conducted *by ATF trainers*.

#### ***College Goal #4 - Innovation***

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

New in AY 2012-2013 was the SUNY Orange Achievement in Research and Scholarship (SOARS) Conference held on March 9, 2013; a showcase for student-produced research within coursework. Four participants were from Liberal Arts disciplines.

The new format for the Reading Center, following the Writing Center model, facilitates students receiving immediate and individual feedback on their work from a faculty member or professional tutor.

Eight Liberal Arts faculty members (33% of all participants) participated in the College's inaugural Faculty iPad program; a program designed to encourage faculty to use such technology and associated apps in their work. Applications for participants for next academic year are currently being sought.

The Behavioral Sciences Department regularly offers nine courses online and has initiated an informal discussion group (currently composed of Cory Harris, Christine Henderson and Stephen Coccia) for members that teach online to reflect on best practices.

The Education Department added **Child Development 1 (EDU 101)** to the permitted lists of courses for Writing 040 and Reading 080 students. As a pre-requisite for many education courses and offered in the fall semester only, this designation will allow more students to fully begin their early childhood program in their first semester and complete the program in a timely fashion.

Four Liberal Arts faculty members, Paul Basinski, Gregory Geddes, Elaine Torda and Heidi Weber used Interactive TV (videoconferencing) between the Middletown and Newburgh Campus as a new delivery system for their courses offered in the Honors Program. This enabled expansion of offerings for students on both campuses and is a promising development.

#### ***College Goal #5 - Professional Development***

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

The dedication of Liberal Arts faculty who value teaching, service to students, creative collaboration and continuous improvement is evident in many ways.

Liberal Arts faculty members continue to pursue graduate-level education and Ph.D. degrees. Fifteen faculty members took advantage of a graduate-level course offered through a NYSUT

program entitled “Multiple Intelligences: Theory & Practice.” Six of the fifteen faculty members were from the Liberal Arts Division.

Five of the six Liberal Arts academic departments support active, vibrant clubs which provide invaluable experiences for students to interact with faculty in structured but less formal settings and activities. Off-campus trips, particularly, provide valuable opportunities for students to expand their spheres of knowledge and experiences. Division-wide. Ten clubs are advised by Liberal Arts faculty members; seven of them discipline-specific.

The Criminal Justice Department has made a concerted effort to identify students’ strengths, potential, and academic weaknesses and faculty have stepped up efforts to advise students accordingly (e.g. toward the Honors program, for tutoring or other types of support). By intentionally rotating full-time faculty between campuses, advising is provided and reinforced by the cadre of full-time faculty members in the department.

In the Global Studies Department, faculty produced eighteen articles, chapters, books, and essays published, contracted, or nearing completion during the past five years. This type of scholarly activity models lifelong learning for our students, as well as meaningfully contributes to the literature of several disciplines.

Among many examples of Liberal Arts faculty mentoring and coaching students to be their best, Linda Fedrizzi-Williams mentored students Eneida Post and Nick Zazzi which resulted in both being recipients of the Phi Theta Kappa All-USA Coca-Cola award, Spring 2013.

#### ***College Goal #6 – Learning Environment***

To build and maintain safe, accessible and sustainable facilities that support the learning environment.

The largest and most impactful facilities change in the Liberal Arts Division has been the opening of the Lab Schools (Morrison Lab School and Lab School within Tower Building). The beautifully designed and executed facility is ideally convenient as a service to our students, faculty and staff and as a resource for the Education Department faculty and students. Another major facilities project was the change in location and format of Reading Center and Writing Center (precipitated by inaccessibility of first floor of Harriman Hall during CSE construction). Now both centers are adjacent to each other, which facilitates collaboration and cross-over of staff and tutors.

Social Science faculty have transitioned into Christine Morrison House and, overall, the move and adjustments to it have been relatively smooth.

In the Arts & Communication Department, the existing TV studio was remodeled and turned into a green screen studio with new lighting kits and professional cameras; the first phase of the grant funded conversion of Orange Hall Piano Lab to Digital Keyboard lab was completed; the former Kindercollege space in Orange Hall was converted to a new art studio in Orange Hall 25; the department received two Smartboards (Art Studio in Harriman, TV Studio).

The Liberal Arts Division continues to lobby for standardization of classroom technology on the Middletown campus. A tour of the Middletown Campus was orchestrated by the AVP BMST for new (and seasoned) administrators to underscore the diverse conditions and technologies in classrooms and between campuses. The tour was successful in that it raised awareness of the need to upgrade Middletown classrooms and prompted an urgency to develop a hardware and software

replacement plan; an urgent need for the academics as articulated in all planning mechanisms. The good news is that the wireless environment in Harriman Hall, a major academic building, has been substantially improved.

### ***College Goal #7 – Resources***

To identify, secure and allocate resources that advance the strategic priorities of the College.

The Liberal Arts Division was the recipient of two impactful grants pertaining to activities that were planned during AY 2012-2013 but will be executed during AY 2013-2014. Walden Savings Bank will sponsor, in part, the next Global Initiative: Africa, a yearlong investigation and celebration of the culture, history, art, music, and politics of the countries and people of Africa.

The Arts & Communication Department has received a grant for a new Television Studio and associated technology from the Gerry Foundation; the charitable foundation associated with media entrepreneur Alan Gerry. The grant will enable the department to develop a degree program related to "New Media." Such a program will provide students with degree options in one of three tracks: Digital Media Production (Audio/Video), Digital Imaging Production (Video gaming/Animation) or Human Communication.

### **◆ *PLANNING: Looking Ahead***

Several departments are engaged in revision of student learning outcomes and implementation of recommendations from prior program assessments and these ambitious projects will continue into next academic year. Changes in delivery of support for writing will also continue to evolve next year. Global Initiative: Africa will be a theme around which the College will focus activities. Support from the Gerry Foundation for program development in the Arts & Communication Department is highly anticipated and will be impactful.

The impact of trends and disruptive changes on the Liberal Arts division, for example, the role of open online resources, flipping the classroom implications, demographic shifts, need to be brought to the forefront for discussion. Ideally the division should situate itself to embrace and adapt to changes in the higher education landscape. Less sweeping changes and those that are specific to SUNY Orange include the pending shifts in operations due to Title III grant activities (advising changes and use of portal), the impact of SUNY Seamless Transfer and mapping General Education outcomes (communication, critical thinking, information literacy), and the ongoing shift to incorporate assessment as ordinary activity performed as ordinary tasks in an academic year.

## **ARTS AND COMMUNICATION AY 2012-2013**

*Submitted by: Linda Fedrizzi-Williams, Department Chair*

During the 2012-2013 academic year, the Arts & Communication Department fulfilled its mission, offering academic courses and programs that help students prepare for transfer to four-year colleges and careers in art, communication, music, and theatre and providing enrichment to the College and community by presenting a wide variety of cultural events and opportunities. Many activities could be cross-indexed among the different categories within this report. We were especially active in the area of on and off campus collaboration, one of the great strengths of our department.

### ◆ **LOOKING BACK**

Provide a summary of the past year, including highlights from your area's departments/units:

#### ***Academic Year Goals 2012-2013: Significant Activities, Initiatives and Achievements***

##### Facilities

- Seek ways to improve existing space (e.g. access, sustainability, soundproofing, lighting, portable storage, general maintenance).
  - The TV studio was completely remodeled and turned into a green screen studio with new lighting kits and professional cameras.
  - The first phase of the grant funded conversion of Orange Hall Piano Lab to Digital Keyboard lab was completed.
  - The former Kindercollege space in Orange Hall was converted to a new art studio in Orange Hall 25.
  - The Harriman Student Gallery Reach Out Project was developed to bring art exhibition to otherwise empty display cases around campus.
- Continue to work with the college community to design a new fine and performing arts building that include a collaborative mixture of classrooms, technical facilities, performance and exhibition spaces, and offices.
  - Continuing discussions with key stakeholders regarding the design and construction of the proposed performing arts building.

##### Student Support

- Improve scholarship and internship opportunities for all department disciplines.
  - Scholarships
    - The following scholarships were awarded to students:
      - A prestigious scholarship from the New York State Transfer and Articulation Association
      - Ruth Curtis Memorial Scholarship
      - Friends of Music Scholarship
      - Madrigal Singers Scholarship
      - Charles Toole Memorial Music Scholarship
      - Marie Dolzer Communication/ Theatre
      - Audrey A. Reilly Memorial Music Scholarship
      - Marvin Feman Music Award
      - Sara K. Worcester Memorial Music Award
  - Internship opportunities have expanded
    - New partnership with Bethel Woods Center for performing arts
    - New internships with film company Noisemaker Media, Inc.
    - Several radio station internships



- New partnership with Minuteman Press
- Fostering potential art internship opportunities with Storm King Art Center and Orange Regional Medical Center.

### Curriculum Change / Program Design

- Continue to develop and revise courses that offer a wide range of knowledge and diversity in the arts and communication areas.
  - The course *Acting 2: Text and Scene* was introduced in SP 13. It represents the logical continuance of the acting sequence and provides more training for acting students.
  - Restructured *Introduction to Video Production* and eliminated the studio portion. The revised course offers an overview of field production with specific emphasis on news reporting. Students also learn how to tailor news to new media platforms: iPads, smart phones and social media sites.
  - Currently developing new courses in: *Social Media in Society*, *Digital Storytelling*, *Media Literacy*, *Digital Recording Studio*, *Organizational Communication*, and *Cinematography*.
  - Changed course title *Introduction to Radio and Television* to *History of Mass Media: Radio and Television*.
- Continue to develop, support, market, and increase access to and participation in cultural programming that relates to academic programs across campus while also serving the community's cultural needs.
  - Fall 2012 the Apprentice Players presented "4.48 Psychosis" and "W.A.S.P."
  - Spring 2013 the Apprentice Players presented "Cloud 9."
  - Maintained a busy schedule of regular concerts and special performances: Chamber Ensemble, Chorus, Jazz Ensemble, Orchestra, Madrigal Singers, Symphonic Band.
  - Chris Parker hosted Fall and Spring HIPP workshops for "How to Improve Performance."
  - Hosted first annual SUNY Orange Short Film Festival: SEGMENTS, 10 films by 9 filmmakers, 2/23/2013.
  - *Acting Fundamentals* and *Improvisation for the Theatre* performances.
  - Summer 2012 Summer Star Theatre presented "The Little Dog Laughed," and "A Grand Night for Singing."
  - October 2012 Summer Star Theatre presented "The Last Five Years."
  - Spring 2013 *Digital Radio Production* held "Colt Rock Coffee House" where students were able to cite poetry and/or perform musical pieces.
  - Sculpture for a New Century concluded in September 2012.
    - Arts and Communication alumna, Megan Maney exhibited bronze sculpture developed in conjunction with Greg Wyatt in the Mansion Music Room.
  - Transformations: 9<sup>th</sup> Annual Student Art Show.
  - Student field trips to the Metropolitan Museum of Art, The Brooklyn museums, Bethel Woods, Dia Beacon, SUNY New Paltz Art Gallery, Storm King Art Center, Vassar College, The Times Herald-Record, Pamal Broadcasting, The Theatre Association of New York State conference, and Broadway shows.
  - Michele Farrell founded the Communication in Action (CIA) club at the Newburgh Campus.

### Professional Development

- Discover ways in which to utilize our institution to further professional development for faculty and staff.
  - 70 % of our full-time faculty attended one or more CTL events this year.
  - Michele Farrell attended the SUNY Orange Leadership Conference.
  - Linda Fedrizzi-Williams completed Supervisory Training in Fall 2012.

#### Collaboration and Partnerships

- Maintain and expand collaboration with internal and external professional organizations (e.g. Lyceum, Paramount Theatre, C-TEC / B.O.C.E.S., Theatre Association of New York State, Orange County Citizens Foundation, C.A.P.E., and the regional arts community).
  - We continue to foster strong relationships with the above mentioned.
- Establish a relationship with Bethel Woods Center for the Arts.
  - Linda Fedrizzi-Williams, Candice O'Connor, Christopher Parker and Michael Gawronski met with Bethel Woods representatives in Spring 2013 to begin talks of initiating a partnership.
- Expand student internship opportunities.
  - See above

#### Technology

- Insure that faculty and staff computer technology needs are met.
  - Linda Fedrizzi-Williams received new MacBook Pro.
  - New iMac for Radio studio
  - New Live365 APP for Internet Radio Station (Free to students)
  - The department received two Smartboards (Art Studio in Harriman, TV Studio)
- Maintain and/or upgrade departmental facilities.
  - Video production facility remodeled and updated with a green-screen studio.
  - Vis Comm and TV labs awarded a CTEA grant for updated technology to be installed FA 13
  - Purchased two 32" LCD TVs to support in-class media needs
- Create a digital piano lab.
  - Digital pianos installed in August 2012

#### ***Measures: Data & Assessment***

See Above

### **◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

#### ***College Goal #1 - Academic Courses, Programs & Services***

- We continue to offer programs and courses that prepare a diverse student population. Many of our courses culminate in a student portfolio, demonstration video/CD, performance or exhibition that may also be used to gain employment.
- Internship opportunities within the department continue to expand including:
  - New partnership with Bethel Woods center for performing arts
  - New internships with film company Noisemaker Media, Inc.
  - Several radio station internships
  - New partnership with Minuteman Press
  - Fostering potential art internship opportunities with Storm King Art Center and Orange Regional Medical Center

- In-house internships
  - Many students are hired for employment post-internship
- Use of outside professional musicians for Arranging final
- The course *Acting 2: Text and Scene* was introduced in SP 13. It represents the logical continuance of the acting sequence and provides more training for acting students.
- Restructured *Introduction to Video Production* and eliminated the studio portion. The revised course offers an overview of field production with specific emphasis on news reporting. Students also learn how to tailor news to new media platforms: iPads, smart phones and social media sites.
- Currently developing new courses in: *Social Media in Society, Digital Storytelling, Media Literacy, Digital Recording Studio, Organizational Communication, and Cinematography.*
- Changed course title *Introduction to Radio and Television* to *History of Mass Media: Radio and Television.*
- Arts & Communication Book Giveaway, October 2012
- Jackie O'Malley-Satz attended participatory presentations on an exhibit on photos taken in MALI, Africa by artist Francois Deschamps.
- Linda Fedrizzi-Williams mentored students Eneida Post and Nick Zazzi which resulted in both being recipients of the Phi Theta Kappa All-USA Coca-Cola award, Spring 2013.

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

- The nature of our department is that we are inter-disciplinary. We offer between 50-60 Foundations of Communication sections annually that teach effective communication skills (listening, speaking, reading and writing) critical thinking (outside speaker analysis), and technology literacy (using databases for research).
  - Many sections of COM101 use an embedded librarian.
- All four areas in the department require some form of critique assignment that encourages critical thinking and listening.
- The department covers four general education silos (humanities, communication, arts, and liberal arts electives).
- The department uses an interdisciplinary approach to writing across the curriculum, including a research component in most courses.
  - Candice O'Connor and Mark Strunsky participated in the Information Management Assessment in Spring 2013.
- Technology literacy is developed through use of Final Cut Pro, Adobe Creative Suite 4, Logic Express 8, Sibelius, Microsoft Office, Prezi and QLab.
- The Department offers diverse course offerings in Art and Music History classes including (*Non-Western Art* and *Women in Art History*).
- The Apprentice Players produced the provocative play "Cloud 9," and two one-acts, "4.48 Psychosis" and "W.A.S.P., which examined the relationship between social forces (conventional thinking, gender roles, and stereotypes), authentic sexual identity, and mental illness.
- VisComm students participated in a Global Studies event to design the AY 13-14 Global Initiative: Africa poster.
- Segments: The Orange County Short Film Festival featured diverse, original, and unique topics.
- Arts & Comm along with Cultural Affairs sponsored the Women in Jazz series, Spring 2013.
  - Sherrie Maricle & The Diva Jazz Orchestra
  - Cindy Blackman-Santana

- Eliane Elias
- In conjunction with Cultural Affairs, the department offered “Playing Shakespeare! A Master class/ workshop” with Joanne Zipay, founder and artistic director of Judith Shakespeare Company, NYC.

### ***College Goal #3 – Partnerships***

- Art shows, music and theatre performances (See Above).
- A recruiting outreach initiative to high school music and theatre students.
- Collaboration with the Railroad Playhouse in Newburgh, NY.
- VisComm students participated in a Global Studies event to design the AY 13-14 Global Initiative: Africa poster.
- Collaboration between Biology Department and art faculty to arrange three studio opportunities in Hudson 108 resulting in an exhibition titled “From Observation to Inspiration,” Spring 2013.
- Continued collaboration with Orange-Ulster BOCES-CTEC to encourage more students to take advantage of our articulation agreement with the VisComm program.
- VisComm students designed the brand identity and flyer for the inaugural SOARS conference.
- Outreach to several local Performing Arts Centers including Bethel Woods and Sugarloaf.
- Fostering potential art internship opportunities with Storm King Art Center and Orange Regional Medical Center.
- Ongoing relationship with the Paramount Theatre.
- Ongoing collaboration with the Honors Program: communication faculty mentored capstone students.
- Collaborating with the Education Department on “Tributes to Teachers” where people record their fondest memories of former teachers.
- Maintaining ongoing relationships with the Orange County Arts Council and the Orange County Citizens Foundation.
- Maintained partnership with SUNY Purchase Baccalaureate and Beyond Program.
- Participated in college’s Adopt-A-Family Holiday Project.
- Arts & Communication students are currently interning/employed at:
  - Hudson Opera Theatre
  - Nursing Home Performances
  - Alto Music
  - Walden School of Music
  - Hospice Tree Lighting at the Galleria at Crystal Run
  - New York School of Music
  - G. Schirmer music publishers
  - Shawnee Press
  - Scenic Technology
  - WSPK Radio Station
- Hilarie Clarke-Moore, guest conducted for the Cortlandt Chamber Orchestra for their New Year’s Day Gala Concert. SUNY Orange chamber ensemble members performed as well.
- SUNY Orange symphonic band will perform at the Middletown 125<sup>th</sup> Anniversary Celebration on June 23, 2013.
- We serve as liaison to Caitlin M. Hammaren Community Chorus Summer Program.
- Music Ensembles regularly perform at college-wide events including Commencement and Convocation.

- Collaborated with Alumni association to provide former students' addresses.
- Student Group "The Treblemakers" performed locally and at college events, including Incoming Students Day, April 20, 2013 and Earth Day, April 2013.
- Collaboration with admissions for Open Houses and Incoming Student Days events.
- Offered several Honors sections in Communication and Music.
- Photography and Video students recorded the Phi Theta Kappa Induction Ceremony, April 2013.
- Video students recorded, edited and produced Honors capstone projects.
- Collaboration (second year in a row) with Kirsten Gabrielsen designing posters on plastic use that were part of the Sustainability EARTH DAY presentations on campus.
- The second Annual Colleague Challenge, THE ARTISTS PROCESS, took place over the winter break. Faculty members documented the 'process' used to make art and then displayed and discussed the 'process' openly with students and members of the community.
- Linda Fedrizzi-Williams mentored new Phi Theta Kappa advisors.
- Mark Strunsky met with Honors Program Coordinator to consult and develop assessment procedures and instruments.
- Mark Strunsky assisted at Spring 2013 Honors "Faculty Connections" session

#### ***College Goal #4 - Innovation***

- The department continues to add DL and web enhanced courses.
- Digital Photography was offered online for the first time in Summer One, 2013.
- The department will pilot the use of Adobe Creative Cloud to enable all students to use software at home.
- The department received two Smartboards (Art Studio in Harriman, TV Studio).
- The LIVE365 Radio App allows students to listen to Colt Rock Radio on phones, tablets and computers.
- Max Schaefer initiated tracking of mid-term "U" grades for theatre students.
- Joe Litow is piloting live chat sessions for instructional material in VisComm courses.
- Susan Miiler hosts live, online office hours.
- Extensive collaboration with office of accessibility services to offer student accommodations.
- We have tutors in music and communication.
- Faculty members participated in iPad program and exploration of curriculum-related iPad applications

#### ***College Goal #5 - Professional Development***

- 70 % of full-time faculty attended one or more CTL events.
- 40 % of full-time faculty attended one or more conferences.
  - Candice O'Connor attended the North America East Region of the ILA (International Listening Association) Conference on 10/6/12
  - Linda Fedrizzi-Williams attended Leadership conference in Syracuse, 8/12
  - Linda Fedrizzi-Williams is attending the Women's Leadership Conference at Dutchess County Community College, 6/23/13
  - Max Schaefer attended TANYs conference
  - Michele Farrell attended the 34<sup>th</sup> annual NYSUT Community College Conference.
  - Susan Miiler attended SUNY CIT 2013 and Journal of Educational Technology Systems 2013

- 80 % of our full-time staff belong to professional organizations
- 30 % of full-time faculty have taken course-work
  - Candice O'Connor took Communication graduate courses at Montclair University.
  - Susan Slater-Tanner took post-graduate courses at Johns Hopkins University.
  - Linda Fedrizzi-Williams completed five doctoral courses in Higher Education and Organizational Change at Benedictine University.
  - Polly Giragosian taking graduate courses at Rutgers University
- Susan Slater-Tanner approved for Sabbatical in Fall 2013
- Joe Litow reviewed and contributed to *Guide to Graphic Design*, Scott Santoro, Pearson Publishers.
- Jackie O'Malley-Satz took an advanced course in digital photography with Greg Miller (exhibited at the College), took a "Photoshop" at BOCES, continued her 3D work making boxes with artist Tracy B in Garrison Arts Center, and enrolled in an enlarged drawing in the abstract class at the Woodstock School of Art.
- Susan Miller
  - Publications:
    - Miiller, S., Cohen, A. & and Smith, L. (2012). Online Communities, Critiques and Second Life Teaching in the Visual Arts. In: P. Resta (Ed.), Proceedings of society for information technology & teacher education international conference 2012 (pp. 664-671). Chesapeake, VA: AACE.
    - Miiller, S. and Smith, L. (2012). Online Communities, Critiques and Second Life Teaching in the Visual Arts. Winter Faculty Forum, Teaching and Learning Center, SUNY New Paltz (presentation and abstract).

### ***College Goal #6 - Learning Environment***

- We properly dispose of paint, ink cartridges, toners, and other hazardous waste.
- We installed two new white boards.
- Piano lab renovated.
- We regularly ensure handicapped accessibility for Orange Hall theatre events and art shows.
- All faculty participate in Human Resources Workplace Safety training.
- Department faculty are using Angel shells to post course materials instead of using paper.

### ***College Goal #7 - Resources***

- The Arts & Communication Department has received a grant for a new Television Studio and associated technology from the Gerry Foundation; the charitable foundation associated with media entrepreneur Alan Gerry. The grant will enable the department to develop a degree program related to "New Media." Such a program will provide students with degree options in one of three tracks: Digital Media Production (Audio/Video), Digital Imaging Production (Video gaming/ Animation) or Human Communication.
- Other activities:
  - For scholarships and support of performing groups, we collect money at all musical events.
  - Digital Pianos were installed after receiving a grant.
  - Money is raised at theatre events for student scholarships.
  - After restructuring the *Introduction to Video Production* course, allocations were secured for new video equipment, lighting kits, and a green screen.

- The need to update our VisComm and television studio labs enabled us to secure a CTEA grant, Spring 2013.

#### ◆ **OTHER**

- Times Herald-Record Best of 2012 Across the Hudson Valley and Catskills Arts & Entertainment World:
  - **Summer Star Theatre:**
    - Best Play/Comedy “The Little Dog Laughed”
    - Best Musical “The Last Five Years”
    - Best Stage Actor in a Show, Jonathan Bulla “The Last 5 Years”
    - Best Stage Actress in a Show, Candice O’Connor “Little Dog Laughed”
    - Best Director of a Show, Jim Quinlan, “Last 5 Years”
  - **The Apprentice Players**
    - Best Play/Musical by College “The Musical Adventures of Flat Stanley”
  - **Acting Out Playhouse in Residence at SUNY Orange**
    - Best Production Design of a Show, “Once on this Island”
    - Best Acrylic Artist, Linda Richichi
- Chris Parker, Recognized for 30 years of service
- Kathy O’Dell, Recognized for 25 years of service
- Peter Galipeau penned a new screenplay
- Developed an adjunct mentoring program
- Candice O’Connor designed an Arts & Communication Adjunct Manual that is currently being utilized in our Adjunct Mentoring Program
- Linda Fedrizzi-Williams spoke about improving communication through speaking and listening at SUNY Orange Leadership conference, 5/15/13
- Hosted Arts & Communication Department “Adjunct Night” on 5/20/13
- Linda Fedrizzi-Williams was a guest speaker at SUNY Orange Adjunct Reception, 11/12
- Linda Fedrizzi-Williams Steering Committee member for Middle States
- Mark Strunsky committee member for the AVP Liberal Arts Search
- Martha Zola assisted Cultural Affairs with first Newburgh campus art show.
- Martha Zola had a two-person show in the Newburgh campus gallery with sculptor Stuart Sachs.
- Hilarie Clarke-Moore directed the 11<sup>th</sup> National Woodwind Ensemble in Warwick, NY.
- Linda Fedrizzi-Williams received 5 Pinnacle Awards from Phi Theta Kappa (PTK) for increasing membership enrollment by 25%
- Assisted PTK advisors with transition
- Hosted Caribbean Dance Party- PTK & Colt Rock Radio

#### ◆ **PLANNING: *Looking Ahead***

##### ***Goals AY 13-14***

- Reach out to the Sugarloaf Performing Arts Center to be a venue for our music program.
- Partner with Bethel Woods Center for the Arts for student internship opportunities.
- Open a communication lab for students to prepare, rehearse and view their speeches.
- Re-structure the Music Business and Music Performing Arts programs.
- Re-structure the Visual Communications Program.
- Get several Communication courses on the General Education list.
- Create a Communication Degree Program.

- Establish a recording studio in Orange Hall.
- Expand the new video production courses (cyclorama green screen, additional camcorders, new editing suite).
- Update our theatre facilities (floor, lighting board, sound board, etc.).
- Host an Arts Festival on both the Middletown and Newburgh campuses.
- Strengthen recruitment efforts for all programs.
- Continue and expand a mentoring program for adjuncts.
- Develop plans for a SUNY Orange Performing Arts Center.

**BEHAVIORAL SCIENCES  
AY 2012-2013**

*Submitted by: Cory Harris, Department Chair*



Over the past academic year, the Behavioral Sciences Department remains committed to our core professional duties of providing quality teaching and service to our student body.

### ◆ **LOOKING BACK**

The Behavioral Sciences Department serves as a major deliverer of General Education and Elective courses. Additionally, the department administers the Human Services AS degree program.

During the 2012-2013 academic year, the department offered 106 courses at Middletown. In line with college-wide decreases in enrollment, our Middletown courses showed an average enrollment rate of 79% (down from 85% in 2011-2013). In Newburgh, 27 courses were offered at an 84% enrollment rate (down from 87% in 2011-2012).

As of May 2013, 106 students were Human Services majors and eight were scheduled to graduate in May 2013. The number of majors has remained relatively consistent over the past few years, though the number of graduates has declined. However, May 2014 should show a significant increase. As of May 2013, 26 students are enrolled in Human Services 201 for the fall semester.

<b>Semester</b>	<b>Number of HMS Majors</b>	<b>HMS Graduates</b>
2009-2010	59	3
2010-2011	104	18
2011-2012	104	16
2012-2013	106	8
<b>Total</b>		45

In addition to our continuing duties of providing quality teaching and student and college service, the Behavioral Sciences department was involved in the following new initiatives and projects.

### ◆ **COLLEGE GOALS, STRATEGIC PRIORITIES, & INSTITUTIONAL EFFECTIVENESS**

#### ***College Goal #1 - Academic courses, Programs & Services***

##### Faculty Recruitment, Development and Promotion

Faculty is the heart of an institution and the department continues to focus on the development and recruitment of our faculty. During the past academic year, we successfully completed a search for a full-time tenure track sociologist, successfully advocated for tenure retention.

In the Spring semester, the department conducted a national search for a tenure track sociologist. The department has long felt this position is essential to our fulfilling our academic mission, particularly with the heavy emphasis of sociology courses in our Human Services degree. With the difficult budgetary environment of the past few years, filling this position had been delayed for two years.

The search committee reviewed 78 applications, interviewed seven candidates and arranged for second interviews with the final two candidates. In the end, the department and administration agreed to offer the position to Vincent Marasco, who accepted and will begin in the fall. **The lack of a tenure-track sociologist was a specific point of weakness noted in the most recent outside**

**assessment of the Human Services program, and we are pleased that deficiency has now been corrected.**

We also worked toward the development of junior faculty. During the past year, Carl Ponessee, fourth year instructor in sociology, was granted tenure and Christine Henderson, second year instructor in psychology was retained for a third year.

The department remains committed to working toward the development of adjunct faculty as well. In 2012-2013, Patricia Guallini worked closely with new adjunct faculty member, Carolyn Peguero-Spencer to assist her in her first year of teaching. Ideally, we hope to extend this kind of mentorship to all new adjunct faculty in the future.

### Programs and Courses

While we consistently offer 16 courses each academic year, three merit some mention in the annual report. The bulk of this section focuses on the Human Services AS degree, which is the unique degree offered through the department.

*Human Services 201 and 202:* The human services internship classes are some of the most important we offer in the degree. The field placement component of the Human Services program provides students with opportunities that are not easily measured quantitatively. During informal surveys, students enrolled in Human Services 201 and 202 (the field placement courses) have responded that their experiences in those classes have been the most enriching and memorable in their college careers. Additionally, several students have been offered regular employment at the agencies where they have completed their field placement. The human services agencies that serve as field placement sites have also consistently reported their satisfaction with the developing relationships with our department and SUNY Orange.

While not a new course, the department has been working on an evolving strategy for the offerings of HMS 201 and 202 (the Human Services internship courses).

Because of the logistical requirements of the HMS field placement courses, such as connecting students with particular agencies, the department held its first informal orientation in May of 2013. This orientation session was geared toward students enrolled in HMS 201 for the fall semester. While we cannot yet gauge the effectiveness of this effort, we believe it will connect students with their internships in a more timely manner. **This orientation was another example of a specific initiative to address a weakness identified in our most recent Human Services program assessment.**

*Intro to Counseling:* Douglas Sanders continues his development of, *Introduction to Counseling*, to provide more field-specific options for Human Services students. This course would also be attractive to working professionals in the community, but not currently students, to augment their credentials. Dr. Sanders currently teaches workshops in counseling to area professionals, and they would be a natural audience, in addition to Human Services students, for the course. While the details of this course have been assembled, we have delayed our submission of the course to curriculum committee until we have a better sense of how the Human Services degree may have to change as a result of the SUNY transfer pathways.

*Human Services Coordinator:* In Spring 2011, the creation of a "Human Services Coordinator" position was ranked through the PBIE process as a priority of the College. We hope funding for this position can be found as we believe that a single position can bring many of the disparate threads of

the program together in a more focused way (we are currently relying on three tremendous adjunct instructors to do a great deal of work in the program). A consistency of approach and vision will only advance our efforts in field placement, course instruction, faculty development and program marketing (this paragraph is a holdover from the past two years' annual reports, but it remains important to the department, so we have retained it). **This was another weakness noted in last year's outside assessment of the program.**

*Anthropology 104:* In the Fall 2011 semester, Cory Harris developed and proposed a new three credit course, Anthropology 104. In June of 2012, the course began its inaugural season at an archaeological site south of Warwick, Orange County, NY, which is owned by the Orange County Land Trust (OCLT). OCLT is interested in preserving Orange County's natural and historical resources for future public appreciation. As such, OCLT has been tremendously helpful and supportive of this project. As of the writing of this report, the second field season is scheduled for Summer Session I, 2013.

The Psychology Club continued to be active during this academic year. With the assistance of co-advisors, Christine Henderson and John Pernice, the club sponsored a number of activities, events and charitable efforts. First year instructor, Christine Henderson has established a Newburgh branch of the Psychology Club, which has collaborated with the Middletown branch and is establishing its own identity. The Sociology Club also became an active club at the Newburgh campus. For instance, the club hosted *Seussville*, an event to celebrate the birthday of children's author, Dr. Seuss, and also to explore the sociological content of his writings.

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

The department's major contributions in this area stem from our mission of teaching our core disciplinary courses. Nine of our 16 regularly offered courses are on the SUNY General Education list. Additionally, our courses in anthropology and sociology are fundamentally focused on understanding and engaging with social and cultural diversity.

Like SUNY two year colleges across the state, the department has begun to reflect on the changes to our offerings that may result from the implementation of SUNY Transfer Paths. The only unique degree offered out of the department is the Human Services AS. While some minor changes might be needed, the degree was initially developed with such requirements in mind.

Because of low enrollment in the evening sections of HMS 201 and 202, we eliminated those sections beginning in Spring 2013. The department regretted this development as it makes the program inaccessible to those students that work according to a traditional day schedule or are "off-sequence" (e.g. needing 201 in the Spring semester). To remedy this situation, Professor Guallini researched the transcripts of all Human Services majors to develop a clear sense of how many students were in need of 201 for the fall semester. She then reached out to those students that had completed HMS 101, but not 201. **From this feedback, we were able to better assess the needs of HMS students and subsequently offer a section of HMS 201 in the evening for those working students.**

We continue to offer a diverse set of online course options. Currently, we regularly teach Anthropology 101, Geography 101 and 102, Psychology 101, 102, 220 and 221 and Sociology 101 and 120 online. The department has also initiated an informal discussion group (currently composed of Cory Harris, Christine Henderson and Stephen Coccia) for members that teach online to reflect on best practices.

### ***College Goal #3 – Partnerships***

*Human Services Agencies:* The department's most important collaborations remain with the over 40 human services agencies in which students in HMS 201 and 202 complete their field hours. As part of the Human Services program, we continue to maintain existing and cultivate new relationships with human services agencies throughout Orange County. These agencies provide our students with invaluable experience and we hope that the academic training we provide our students will produce a skilled and knowledgeable labor force for those agencies. Many human services students have reported offers of continuing employment at their internship sites.

In particular, collaboration with Petra Wege-Beers, Director of the Office of Career and Internship Services continues to be a wonderful success. Ms. Wege-Beers' participation in securing off-site contracts and assisting students secure their field placement for the new Human Services degree was invaluable to the program's continued success. Ms. Wege-Beers is serving as an evening adjunct instructor to offer "off sequence" field placement. We now have more than 40 agencies under contract for students to choose from.

*Land Owners and Public Interested in Archaeology:* As noted above, Anthropology 104 has been dependent on a partnership with the Orange County Land Trust. As a result of this collaboration, Cory Harris has delivered a presentation for OCLT at the Wisner Library in Warwick to promote public appreciation of the location, a primary goal of OCLT.

Additionally, the Orange County Chapter of the New York State Archaeological Society is in the process of establishing a scholarship fund for students enrolled in Anthropology 104. This chapter has long supported SUNY Orange anthropology students through the William Ehler's scholarship and the department appreciates the expansion of this support. Cory Harris also presented a talk on the 2012 field class for this chapter as well.

Both of these presentations included a component delivered by former SUNY Orange archaeology student, Joseph Puntasecca.

*Honors:* Working with the Honors Department, Behavioral Sciences regularly offers honors sections of its classes. During 2012-2013, a total of five psychology and sociology courses were offered as honors sections.

### ***College Goal #4 – Innovation***

See discussion of offerings under Goal 4 and the Human Services orientation under Goal 1.

### ***College Goal #5 – Professional Development***

Professional development has languished during the past several years, largely due to the lack of financial support available through the College. However, Steve Coccia, Christine Henderson, and Cory Harris all attended one or more events through the CTL. See discussion of adjunct development under Goal 1.

### ***College Goal #6 – Learning Environment***

The biggest change for the department has been our recent move out of the Sarah Wells building, the home of some of our faculty for more than three decades. Overall, the transition has gone smoothly, however, the more cramped space has posed some challenges.

Faculty that offer make-up exams during office hours have found it difficult to find usable space for students to take those exams. Additionally, we are seeking an additional computer for use by adjunct faculty as one of the two currently available only has the hardware capacity to run Windows 95.

We have tried to maintain office and classroom equipment to the best of our ability. However, throughout the year we have encountered several instances of instructional equipment missing from the rooms. If possible, we would like to see dedicated rooms for departments so that we can better and more accountably manage instructional equipment.

### ***College Goal #7 – Resources***

See discussion of Archaeological Field Class scholarship under Goal #3 above.

#### **◆ PLANNING: LOOKING AHEAD**

For the 2013-2014 year, the department has listed four primary goals:

- Evaluate current structure and sequence of 100-level Psychology courses
  - The psychology faculty is exploring possible course structure changes that may assist SUNY Orange better articulating itself with SUNY Transfer Paths. By the end of the year, we intend to develop a plan to go forward.
- Continue to strengthen the Human Services program
  - The department will continue advocating for dedicated support for a coordinator for the many facets of the program.
  - In light of Transfer Paths, the department will discuss how the degree can be modified to articulate it within the SUNY system, while ensuring its relevance and use to our students.
  - To ease some of the difficulties in scheduling HMS 201 and 202, while still providing accessible opportunities to students, we hope to alter the structure of the Technical Writing component.
- Examine Sociology offerings and future directions
  - With the addition of a new tenure-track sociologist, a sub-committee will investigate new direction and focus for sociology at SUNY Orange.
- Continue a program of archaeological research through Anthropology 104

## **CRIMINAL JUSTICE**

## AY 2012-2013

*Submitted by: Dennis O'Loughlin, Department Chair*

### ◆ **LOOKING BACK**

Over the past year, members of the Criminal Justice Department have been actively engaged in campus and community events that have advanced the SUNY Orange commitment toward promoting educational programs in the areas of law, justice, diversity and law enforcement. Our overall commitment and collaboration with other campus programs to this end has increased over the past several years as we continue to improve our academic offerings in the area of Criminal Justice studies. We recently added one new online class and developed a new course on Terrorism that will enhance our academic offerings. The new DL course has put us on target to be fully online and we have started the steps toward registering the program with SUNY.

We have explored the potential for a Forensic Science Program, a collaborative effort with the Science and Engineering, Biology and Mathematics Departments and we will continue to explore the potential for this program in the 2013-14 academic year. Through the efforts of our dedicated instructional staff, we have been able to identify students for the Honors program which has resulted in a significant increase of CJ Honors students this past year (6 students including 2 from Newburgh). We have developed group advising sessions at both Newburgh and Middletown and our department carefully monitors at-risk students for individual advising sessions. We have one full time instructor assigned to Newburgh (Tim Zeszutek) and in addition, we have initiated a program of rotating one of our full time instructors to the Newburgh site each academic year. In the Fall of 2012, Dennis O'Loughlin taught one course and in the 2013-14 academic year Assistant Professor Janine Sarbak will be teaching law courses at Newburgh in the Fall and Spring.

The Criminal Justice enrollment for the Spring 2013 semester was 459 students of which 328 were full time and 131 were part time. There were 48 AA candidates, 263 AS candidates, 146 AAS candidates and 2 Law Enforcement Certificate candidates. In the Spring 2013 semester there were 12 CJ AAS graduates and 19 CJAS graduates, the latter represented the second highest number of Liberal Arts graduates at the College. Our student surveys have been overwhelmingly favorable to our program offerings as well as to our instructional personnel. There have been some issues raised as to our text books. As a result of this feedback we will be looking at some new textbooks in the Fall and we will be using one new Criminal Justice (CRJ 101) text book on an experimental basis for one of our Fall CRJ 101 sections.

### ◆ **COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

#### ***College Goal #1 - Academic Courses, Programs & Services***

The Criminal Justice program developed one new Distance Learning Course - CRJ 105 Police Community Relations. This will bring our total number of DL courses to seven fully online (Criminology CRJ 111, Criminal Justice CRJ 101, Investigations 1 and 2 CRJ 215 and 216, CRJ 103 Understanding the Juvenile Offender, CRJ 107 Industrial and Private Security and CRJ 105 Police Community Relations) and one Hybrid (CRJ 211 Criminal Law). All of our CJ courses are web enhanced capable and our Criminalistics Course CRJ 226 is web required. We are close to completing the development of a fully online component to our course offerings and we will be

working with the Director of Academic Technology to complete the SUNY processing paperwork before the Fall 2013 semester.

We have continued to implement the recommendations of our external reviewers from our last program review that was completed during the Spring 2012 Semester. CRJ 113 Corrections, Probation and Parole and CRJ 115, Constitutional Law and Criminal Procedure, are both mandated requirements for our AS degree and both courses were offered, for the first time, last semester at Middletown. Both courses will be part of our course offerings at the Newburgh campus in the 2013-14 year.

We have developed one new course, "Terrorism and Society," and we have presented this course to the curriculum committee for their approval.

The Criminal Justice Clubs at the Middletown and Newburgh campuses under the guidance of Timothy Zeszutek (Newburgh) and Robert Cacciatore (Middletown) sponsored several educational trips to local police department facilities and they arranged several presentations at both campuses by criminal justice professionals. These field trips have been productive experiential learning components for our students. The Newburgh Club visited the Wallkill Correctional Facility and the Middletown Club visited Philadelphia, Pennsylvania where they toured the Eastern State Penitentiary, Independence Hall, the National Constitution Center and other places of historical significance and interest.

Assistant Professor Cacciatore developed and conducted two Criminal Justice Group Advising presentations that were conducted for criminal justice students during the Spring and Fall semesters in Middletown and Tim Zeszutek conducted a session in Newburgh in both the Spring and Fall semesters. Tim Zeszutek also volunteered to provide additional advising and counseling, at Newburgh, during the winter break.

Janine Sarbak in conjunction with the Diagnostic Imaging Department has continued the program that was first initiated during the 2011-12 academic year that has arranged for SUNY Orange students and faculty to visit the Medical Examiner's Office for the purposes of enhancing their knowledge of autopsies and emphasizing the importance of this step in the development of investigative cases. Through this program we were able to provide an internship opportunity for our students at the Orange County Coroner's Office which has led to a potential full-time employment opportunity for one of our 2013 CJ interns.

The Newburgh Criminal Justice Club and their advisor Tim Zeszutek provided several excellent guest lecturers at the Newburgh Campus: Retired FBI agent Iris Dalley - "An Overview of CSI," and Retired FBI Agent Gary Graff - "An Overview of Public Corruption-Statutes and Cases".

Tim Zeszutek delivered a presentation to Dena Whipple's Digital Photography class at the Middletown Campus.

One of our students, Diana Parisi, was nominated for and received the Sheriff's Scholarship Award.

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

We are offering Criminal Justice Courses at Newburgh, Middletown, and several satellite locations, most notably at Port Jervis High School and Monroe-Woodbury High School, as well as the New

Visions Program at Goshen. We have also added a Criminal Justice Course that will be offered at Warwick High School in the Fall 2013.

As noted earlier, we have increased our online courses and hope to be fully online by the Fall of 2015.

We have continued our policy of offering the flexible scheduling of all our classes that include several PM express sessions at both Middletown and Newburgh campuses as well as an array of online courses.

The issue of diversity is imbedded throughout our criminal justice program as we cover issues such as racially biased policing, racial disparity in prison populations, bias incidents as well as victimization.

Both our Criminal Justice Clubs have in the past run community food drives, voter registration drives and winter coat collections. The Newburgh Criminal Justice Club participated in the Bowl-a-thon that raised money for scholarships.

Assistant Professor Cacciatore, in addition to advising the Middletown Criminal Justice Club, also advises the Gay-Straight Alliance (GSA) and facilitated that club's attendance at the Northeast Lesbian, Gay, Bisexual and Transgender (LGBT) conference at the Rochester Institute of Technology. The GSA also sponsored a campus wide guest lecturer from one of the founding members of the Lesbian, Gay, Bisexual, Transgender (LGBT) group at IBM.

The Criminal Justice Department in collaboration with the Middletown Police Department was able to facilitate the training of 25 local law enforcement agencies in the Alcohol, Tobacco and Firearms Bomb, Arson Tracking System (BATS), a web-based computerized case management system for law enforcement and public safety agencies that was conducted by ATF trainers. This was also a major collaborative effort, which required the cooperation and classroom space of the Applied Technologies Department as well as our IT Department. This collaborative effort enabled SUNY Orange to provide the forum for this rare training opportunity to be presented to our local law enforcement personnel.

Assistant Professor Cacciatore submitted a "My View," article that was published by the Times Herald-Record. The article was a response to the Newtown, Connecticut school shootings.

In March 2013, Assistant Professor Cacciatore was the featured speaker at the College's Red Watchband event, a program aimed at highlighting the dangers of toxic alcohol consumption.

At the request of President Richards, Assistant Professor and Chair O'Loughlin and Assistant Professor Cacciatore reviewed proposals on behalf of the City of Newburgh which had created an RFP to solicit a law enforcement consultant.

### ***College Goal # 3 - Partnerships***

We collaborated with the Chair of the Global Studies Department in their Global Initiative forum on "Gun Violence, Gun Rights and U.S. Society." The panel was composed of Detective Jason Jennings, Middletown Police Department, Jackie Hilly, Executive Director of New Yorkers against Gun Violence, Robert Cacciatore from the SUNY Orange Criminal Justice Department, Michael B. McCoy from the SUNY Orange Global Studies Department and a representative from the National Rifle



Association (NRA.) The program was moderated by Paul Basinski, Chair of the Global Studies Department. This community event was attended by more than 100 people and received recognition from the Times Herald-Record.

Janine Sarbak, Dennis O'Loughlin and Adjunct Assistant Professor David Green volunteered as mentors for students from the Honors Program on their 2012-13 Capstone Projects. Ron Jurain and Tim Zeszutek were also second readers on these projects.

Janine Sarbak collaborated with Ron Kopec of the Diagnostic Imaging Department and arranged for a presentation, at the Middletown Campus, by the Chief Investigator from the Orange County Medical Examiner's Office. Tim Zeszutek presented, "Criminal Justice and the Bill of Rights" to Professor Sandra Graff's developmental reading class and he also stepped in as an emergency replacement (on the Bill of Rights) for Cultural Affairs when their speaker cancelled at the last minute.

The Criminal Justice Department collaborated with Cultural Affairs for a presentation by Thomas E. Coghlan PsyD, on "Deep-Undercover Agents." Dr. Coghlan, who is also a Detective with the NYPD, spoke about the complex issues that are confronted by deep undercover officers. He also elaborated on the many issues that confront CJ researchers in the development of their research designs. According to Cultural Affairs, it was one of the largest and most diverse attended events on campus, with more than 120 attendees that included students, educators as well as many community members.

Assistant Professor Cacciatore team-taught an Honors Program seminar entitled the Brain, with Associate Professor Paradies from Biology and Professor Hannes from the Psychology department.

#### ***College Goal # 4 - Innovation***

We have continued working with the Library to increase our Criminal Justice holdings. This was a direct recommendation by the external review committee who visited our campus in the Spring 2006 semester. Through this process, we have ordered several criminal justice books throughout the year. This is an ongoing process.

Tim Zeszutek was the guest speaker for the "Commit, Complete, Compete" - "Completion Day" a state-wide NYCCAP initiative involving all SUNY and CUNY Community Colleges that encouraged students to complete their degree of credential programs.

#### ***College Goal # 5 - Professional Development***

Due to the lack of funding, we were unable to attend any conferences this year; however, we were able to maintain membership for all our full time professors/instructors in the Academy of Criminal Justice Sciences (ACJS) and the Criminal Justice Educators Association of New York (CJEANYS). We were also able to secure funding to send Tim Zeszutek to a Forensics Course over the summer.

Robert Cacciatore attended the New York State Community College Conference in Saratoga, New York as well as the American Society for Industrial Security (ASIS) International Convention in Manhattan. Both Dennis O'Loughlin and Robert Cacciatore maintain membership in the ASIS International Organization.

All instructors completed Human Resources Online Training in such topics as Sexual Harassment and Violence in the Workplace. All our full time personnel have attended DL Training and several of our instructors have attended special training sessions relative to SMART Boards and iPad uses for the classroom.

### ***College Goal # 6 - Learning Environment***

The entire Criminal Justice Department has moved from the Sarah Wells Building to the Christine Morrison House. Since space is limited at this location, we have modified some of our criminalistics storage space in the Biotech building to provide adequate space for the private counseling of students.

Tim Zeszutek continues to monitor the needs of our criminalistics courses at both campuses and he makes sure that both campuses have adequate supplies and up-to-date equipment to maintain the highest industry standards for this course.

### **◆ PLANNING: LOOKING AHEAD**

#### ***Goals for Academic Year 2013-14***

- Continue the implementation and discussion relative to the recommendations of our External Reviewers.
- Develop at least one online class by May of 2014.
- Reorganize the complement and process of our Advisory Board.
- Develop a feedback instrument for local law enforcement agencies to measure the effectiveness of our AAS Program in providing suitable candidates for their respective agencies.
- Work with other programs to identify quality presenters and organize relevant forums that will address current issues and contemporary topics of interest to our students and the community.
- Obtain SUNY and NYSED approval to offer the CJ degree online.

## **EDUCATION AY 2012-2013**

*Submitted by: Elizabeth Tarvin, Department Chair*

This year was an exciting and busy one for the Education Department for many reasons. First and foremost this year stands out because as we opened our classroom doors in the Fall, the new Morrison Lab School and Newburgh Lab School opened their doors for the first time. The education faculty had worked with the architects to design the building and had collaborated with the Lab Schools' Executive Director over the summer in general planning and hiring of new staff members. This collaboration continued throughout this year in the areas of staff development, staff mentoring, developing an advisory board and articulating a mission, philosophy, and curriculum. Most importantly, the education students spent much time in the lab schools, observing classrooms, working directly with children, and trying out firsthand best practices they learned in their classes. For example, students utilized assessment techniques and created visual displays to help build family partnerships. Additionally, the education department engaged in a program review of the Early Childhood Development and Care Certificate and AAS programs, which involved many assessment activities, in addition to a visit from an Early Childhood expert, Barbara Nilsen, who served as an outside evaluator. The faculty also worked closely with SUNY New Paltz on curricular changes, some which continue to await SUNY approval and some which are anticipated with new SUNY mandates. Many other accomplishments were made throughout the year as our small, but dedicated, faculty worked to continually improve our education programs for our students.

### **◆ LOOKING BACK**

#### ***Goals for 2012-2013***

- **Complete program assessment for the Early Childhood Development and Care AAS program.**  
Status: This goal was accomplished, and a Self-Assessment binder will be submitted, complete with a summary report in September of 2013.
- **Complete program assessment for JRTEP program.**  
Status: Due to the multiple changes that are occurring in the JRTEP program and a desire to conduct a survey among SUNY Orange faculty regarding the program, this assessment was postponed to the 2013-2014 academic year.
- **Collaborate with the Arts and Communication Department on recording and archiving Orange County teachers' and students' stories about significant memories in teaching and learning.**  
Status: A collaboration was fostered with the Arts and Communication Department, but plan to pursue the project in the 2013-2014 academic year.
- **Delineate, in writing, a formal relationship with the Newburgh and Morrison Lab Schools which details how their curriculum and professional development will be interwoven with the Education Department.**  
Status: Through the department's work on the Lab Schools Curriculum Committee, a mission statement and philosophy that reflects the education department's philosophy has been completed. The exact role of the education department is evolving and the department will continue to work on articulating this role to the larger college community as it does so.

## **Measures**

### Faculty

- 100% of full-time faculty engaged in professional development during the past academic year.
- 100% of full-time faculty are currently enrolled in a graduate-level course or program.

### Early Childhood Program

- Over the past ten years, the number of Early Childhood AAS majors has risen from 88 to 227.
- According to the US Department of Labor Bureau of Labor Statistics, employment of preschool teachers is expected to grow by 25 percent between 2010-2020, faster than average for all occupations.
- **In an Exit Survey of students graduating from the AAS program, conducted in May 2013:**
  - 86% of students ranked their instructors in the highest rating possible of “highly effective”, the other 14% ranked them as a “4” which was the rating between “effective” and “highly effective”.
  - 100% of students ranked the content of the program in the highest rating possible of “highly effective”.
  - 100% of students ranked their field experiences in the highest rating possible of “highly effective”.

## **◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

### ***College Goal #1 - Academic Courses, Programs and Services***

#### Curricular

One area of focus this year was helping to guide the direction of the Lab Schools’ curriculum to ensure alignment with the best practices that are being taught in education classes. This was accomplished by having all full-time faculty serve on the Lab Schools’ Curriculum Committee which took on the task of writing the Mission and Philosophy statement and researching appropriate early childhood curricula.

Another area of focus was to assess our current Student Learning Outcomes in comparison with the National Association for the Education of Young Children outcomes for Early Childhood programs. To this end, we conducted periodic meetings (in addition to regular department meetings) and then incorporated these findings in our self-assessment of Early Childhood Development and Care AAS degree and one-year certificate programs.

Another assessment activity involving curricular improvement involved the administration of a department-wide **mid-semester course evaluation** each semester. This assessment has been used since 2008, and asks students to anonymously comment on the most and least effective course aspects. This includes what both the instructor and student might do to improve, and quality of the text, supplemental materials and assignments. Faculty review these assessments, look for common elements, and if applicable, adjust course features accordingly for the remainder of the semester. Students are able to reflect upon their own achievement in the class and perhaps make adjustments as well.

Additionally, the department conducted a second annual **End of Program Exit Survey** to assess students' experience during the early childhood program in many different aspects of their college experience. These surveys are used and will continue to be used to assess the Early Childhood Development and Care programs.

#### Overall Program

Completed a **self-assessment** of Early Childhood Development and Care AAS Degree and One-Year Certificate programs. Early childhood education expert and textbook author Barbara Nilsen, Ed.D., spent two days with department faculty and students, studying the programs and is now writing an in-depth report based on her experiences. The department did extensive research, designed and tallied surveys, wrote reports, evaluated courses based on NAEYC standards and met with Institutional Research on several occasions to ensure the assessment provided valuable and useful information.

Education Faculty members Jennifer Mirecki and Katherine Sinsabaugh co-advised the student club **Future Teachers Association (FTA)** which met weekly on Tuesdays during the Student Activity Hour. This year the club engaged in several community service activities including donating classroom teaching materials to a school in Haiti, participating in the Heart Walk for the American Heart Association as well as the Adopt-a-Family holiday program. The club hosted guest speakers that included Career Services and a retired school principal to discuss strategies for interviewing and securing a teaching position. Additionally, the club took trips to the Liberty Science Center, Museum of Natural History and Thevenet Montessori School. The club also celebrated their successes and honored graduating members at an end-of-semester dinner.

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

Katherine Sinsabaugh served as an advisor to an Honors student for her Capstone Project on Gender-Neutral Child Rearing.

Cultural Diversity is a theme suffused in all of our courses as respecting and understanding children's uniqueness is a key to providing quality education. This theme is particularly emphasized in our courses Home, School and Community, Introduction to Early Childhood/Childhood Education, and Social and Philosophical Foundations of Education.

#### ***College Goal #3 - Partnerships***

##### Lab School

Collaborated with SUNY Orange Lab Schools in many ways:

- Established a **Lab Schools Advisory Board**. Elizabeth Tarvin, Jennifer Mirecki and Katherine Sinsabaugh are members of the current nine-person Advisory Board.
- Developed a **Lab Schools Curriculum Committee** to develop a philosophy, mission statement and curriculum. This committee meets weekly throughout the academic year. Elizabeth Tarvin, Jennifer Mirecki and Katherine Sinsabaugh are members of the Curriculum Committee.
- Instituted a pilot program in which faculty member Jennifer Mirecki worked as **Morrison Lab School Curriculum Liaison** to assist with the mentoring of teachers and aligning practices at the schools with the education department teachings.
- Conducted **professional development trainings** for Lab Schools faculty and staff. On January 8, Jennifer Mirecki hosted "Holidays: Where Do They Fit in Early Childhood

Classrooms?” and Katherine Sinsabaugh offered “Supporting Early Literacy Growth with Early Learning Guidelines.”

#### SUNY New Paltz

Elizabeth Tarvin has been in regular phone and email contact, as well, as attended two meetings during the academic year to discuss updates to the **Jointly Registered Teacher Education Program with New Paltz**. Approval is still pending from SUNY for the switch from offering separate B-2 and 1-6 programs to offering dual certification programs, precipitated by SUNY New Paltz change.

Jennifer Mirecki and Katherine Sinsabaugh attended the Teaching, Learning, and Leadership Luncheon at SUNY New Paltz and heard SUNY Chancellor Nancy Zimpher speak on the SUNY Teacher Education Network.

#### Orange-Ulster BOCES

Offered the revised and renewed **articulation with Orange-Ulster BOCES CTEC** Childhood Education Program to students entering the Early Childhood Development and Care AAS program.

Jennifer Mirecki attended the Craft Consultant Meeting for the Orange-Ulster BOCES CTEC program.

#### Early Childhood Partnerships

Held annual **Education Department Advisory Board meeting** in the Spring semester. Many of our early childhood partners attended where they took a tour of the Morrison Lab School, heard updates on our early childhood program, and engaged in a discussion of preschool curriculums and Common Core standards introduced by Keri Smith, director and teacher at Millstone Kids Christian Preschool, who gave a presentation on her preschool curriculum research project.

Continued to conduct **cooperating teachers meetings** at the beginning of each semester. These meetings foster communication between the Education Department and the cooperating “host” teachers used for EDU 203 and 204 Child Care Curriculum Development and Field Experience 1 and 2, the capstone courses for the Early Childhood and Development and Care AAS program. During this informational training session, the cooperating teachers receive a clear idea of the College’s expectations as well as provide feedback to improve student progress in the field. Our Field Student Supervisor Jennifer Mirecki also continues to communicate monthly with each cooperating teacher.

#### Greater Community

Participated in the **Pediatric Wellness Fair** for the fourth year by hosting a booth with an interactive, kinesthetic health game for young children.

Offered options for community members to receive **NYS certification** in Child Abuse Identification and Reporting and Intervention and Prevention of School Violence, both through regularly scheduled CAPE drop-in sessions.

Reapplied for and received **approval as a provider for training** in NYS certifications in Child Abuse Identification and Reporting and Intervention and Prevention of School Violence. Both trainings are embedded in all sections of EDU 107 Mandated Trainings.

Jennifer Mirecki continued her membership with the **Washingtonville Teacher Center Policy Board**.

Katherine Sinsabaugh continued her membership with the **Middletown Teacher Center Policy Board**.

Instructors hosted **guest speakers** from community schools/agencies including:

- Chester Elementary School
- Monroe-Woodbury Middle School
- Washingtonville School District
- Goshen Central Schools
- Millstone Preschool
- Orange County Child Care Council
- Orange County Protective Services
- Morrison Lab School
- Newburgh Lab School
- NYS Police Department
- Rockland County Office of Fire and Emergency Services
- Sudden Infant and Child Death Resource Center

Hosted the **American Library Association Notable Children's Books Banquet** for the third time on April 16 in the Gilman Center. The best children's books for 2012 are highlighted with visuals, songs and stories by noted area professionals. More than 50 local librarians, educators and community members attended the event.

#### ***College Goal #4 - Innovation***

##### Accessibility

Added **Child Development 1 (EDU 101)** to the permitted lists of courses for Writing 040 and Reading 080. As a pre-requisite for many education courses and offered in the Fall semester only, this designation will allow more students to fully begin their early childhood program in their first semester and complete the program in a timely fashion.

Offered sections of courses at a variety of times and days of the week to maximize the availability to more students.

Discussed ideas at department meetings to help students who struggle in education classes. Solutions were more regular communication among faculty members regarding at-risk students, thorough advising sessions, a review of course content and written resources, and expanded experiential learning through partnerships with the new Lab School sites.

##### Instructional Technology

Designated all Education courses as web-required. This designation goes beyond the courses taught by full-time faculty which were already web-required.

Continued to incorporate SmartBoard technology into daily class lessons in new ways through PowerPoint and Notebook presentations, conducting interactive activities, showing video clips, utilizing websites and modeling use of Banner and Angel. Also used several SmartBoard and computer accessories, such as document camera, webcam, ...to facilitate better instruction.

Expanded use of Angel to enhance courses via assessment tools, discussion boards, and blogs.

Required students to use classroom technology which greatly advances their acquisition of technological skills required in the 21<sup>st</sup> century classroom.

Used three computers, a netbook, networked printer, Cricut die-cut machine and other technology in the Hands-On Learning Lab during class time for cooperative group research and projects, as well as outside the classroom for student advising sessions.

Videotaped student teachers conducting lessons in the field and videotaped in-class activities for group reflection using iPads. Elizabeth Tarvin investigated uses of iPads in both early childhood settings, college classrooms, and during observations of student teachers, utilizing an iPad obtained through the College's Faculty iPad Program.

### ***College Goal #5 - Professional Development***

The department organized and attended a joint training with Lab Schools' employees on August 21, 2012. Part of the training included a professional development workshop "Caring for Young Children and Their Families" facilitated by Gwen Brown-Murray, Infant and Toddler Specialist with Child Care Resources of Rockland, Inc. Department faculty in attendance included Elizabeth Tarvin, Jennifer Mirecki, Katherine Sinsabaugh, Paula Chapman, Mary DeLara Gamory, Mary Ann Knight and Dianne Gersbeck.

#### **Staff Development attended by one or more Education Department full-time faculty members this year:**

- ACCESS (The Associate Degree *Early Childhood* Teacher Educators) meeting – SUNY Cobleskill
- Infant and Toddler Institute - SUNY Cobleskill
- **New York** State Association for the Education of Young Children's (NYSAEYC) Annual Conference – Verona, NY
- SUNY Orange Leadership Conference

#### **Through the SUNY Orange Center for Teaching and Learning:**

- Organizing and Teaching a High Impact Capstone Course
- Transforming the College Lecture: A Look at Flipped Learning (Jennifer Mirecki was Faculty Spotlight Lecturer)
- Appy Hour- Using iPads in the college classroom
- The Write Stuff
- Katherine Sinsabaugh attended two Residential Colloquia in Dallas, Texas for her doctoral program.

### ***College Goal #6 - Learning Environment***

As the department works with the Lab Schools, this partnership might be considered an extension of our college classrooms. For example, the department is looking for ways for the Lab School teachers to display planning webs so that college students can literally see the thought process that has gone into the planning.

The department created educational and visually stimulating bulletin boards in BT 251 highlighting children's book authors and illustrators. Each semester, one instructor develops and implements a



bulletin board on an author or illustrator appropriate to early childhood education to help build awareness of children's authors among students.

The department purchased and installed headphones and jacks in the Morrison Lab School observation rooms. These are used by education students doing observations for classes, as well as other visitors, so as not to disrupt children in class.

### ***College Goal #7 - Resources***

The department purchased several children's fiction and non-fiction books, teacher resource books and DVDs for the Education Resource Room (formerly located in Sarah Wells, currently located in Library 234), the Education Department Curriculum Resource Area in the Library and the Hands-on Learning Lab in BT 251. These resources are used by the students and faculty for student teaching, research, projects and curriculum development.

Expanded offerings and replaced missing items in the Education Resource Room (now located in Library 234) and the Education Department Curriculum Resource Area in the Library. There has been increased student usage of both areas observed, due most likely to the increased holdings and to raised student awareness of these resources.

### **◆ PLANNING: LOOKING AHEAD**

#### ***Goals for 2013-2014:***

- Continue to work with the Morrison and Newburgh Lab Schools to align their practice with our curriculum. Much of this will be accomplished through participation in the Lab Schools Advisory Board and Curriculum Committees, as well as through a continuation of the piloted position of an Education Department Curricular Liaison.
- Complete our JRTEP program review by reviewing collected data and bringing in outside evaluators and coordinating with SUNY-wide efforts in the areas of student mobility and transfer paths.
- Revise our Early Childhood Course SLOs to be in closer alignment with our program SLOs and the NAEYC program standards.
- Based on the program review of our Early Childhood program, which will be complete by September 2013, the department will begin to create and implement a plan for our direction over the next few years.
- The department will pursue articulation with Newburgh Free Academy's Child Care CTEC program.
- The department will continue to investigate the possibility of having an Education Department office suite in which faculty and the administrative assistant could have neighboring office space with privacy for the chair and instructors, as well as an area within or nearby for education students to study, use resources and work on hands-on projects together.
- Explore approval by SUNY and NYSED for an evening program designation.

## ENGLISH AY 2012-2013

*Submitted by: Patricia Sculley, Department Chair*

### ◆ **LOOKING BACK**

During the Academic Year 2012-2013, the English Department focused on implementing these four stated goals:

- **Complete the transition of the Reading Lab into a Reading Center designed to support the development of students' reading skills by having them work one-on-one with an instructor or professional tutor.**

This transition was successfully completed. Students in Reading and Study Skills I and II now work on assignments jointly created by reading instructors and Reading Center staff. Course instructors no longer are responsible for the grading or creating of their own lab assignments each week, and, following the Writing Center model, students now receive immediate and individual feedback on their work from a faculty member or professional tutor. Anecdotal response from students has been very positive, and head count numbers indicate this. In comparing Fall 2012 lab headcounts with Spring of 2013, the Newburgh Reading Center reported 834 (day) and 383.5 (evening) student hours in the fall and 749 (day) and 158 (evening) in the spring; the Middletown Reading Center reported 2292 (day) and 533 (evening) for the Fall 2012 semester, and in Spring 13, the number of hours was 1309 (day) and 342 (evening). These are impressive figures given the following: Reading and Study Skills II students are now required to attend the Reading Center only five to six times a semester, and Reading and Study Skills I students now must attend for 10 sessions as opposed to the 12-13 sessions required in the past; the number of sections of reading classes was reduced in the spring -- from a total of 33 in the fall to 23 in Spring 13, a reduction of 10 classes.

- **Work collaboratively with the Math Department and the Developmental Oversight Team to continue to expand the current college readiness offering, including the Pre-semester Interventions and Summer Institute.**

Working collaboratively with Mary Warrenner, Stacey Moegenburg, Eileen Burke, Gerianne Brusati, and Deborah Chedister, Math Chair Anne Prial and English Chair Pat Sculley agreed to continue these initiatives. Based on enrollment and student success rates from Summer 12 (a pass rate of approximately 70% in the Pre-semester Writing Intervention), the English Department has increased the number of Pre-semester Interventions from 6 to 9 with one more section offered in the evening.

- **Continue the outreach of the Writing Consultancy to provide student and instructor assisting in writing across the curriculum through the efforts and supervision of the Writing Consultancy Coordinator.**

Writing Center Coordinator, Anne Sandor, has successfully, and energetically, extended the services offered by the Writing Consultancy to other departments. As reports indicate, in Fall 2011, over 2000 hours were logged by students in the Tech Writing Lab, and approximately 1800 hours in Spring 2012. In Fall of 2012, over 1796 student hours were recorded, and in the Spring of 2013, over 1800 hours. Some of the decrease in fall numbers can be attributed to lower student enrollment in EET. However, what is more impressive is the increase in the number of workshops and consults provided by Associate Professor

Sandor. In 2011-2012, 13 workshops/instructional sessions and 2 consultations were provided to different faculty members; in 2012-2013, this number increased to 18 workshops/instructional sessions and approximately 12 faculty consultations along with 4 independent student consultations.

➤ **Re-examine the purpose and requirements of the mandatory research paper in Freshman English 1 and 2.**

A Department committee headed by Professor Diane Bliss has begun work on this goal. Thus far, Department members have submitted sample research assignments to the committee and have filled out a survey which seeks information as to the type of assignments given, their length, their focus, and their overall percentage value in students' final course grades. More work on this goal will be done in the Fall of 2013, and, hopefully, the committee will be ready to report findings in Spring of 2014.

◆ **COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

***College Goal #1 – Academic Courses, Programs & Services***

Curriculum Development & Students

This year, the Department has continued to offer the Learning Community option for students with a Writing 040 and Reading 070 placement. In Fall of 2012, a total of 68 students were enrolled in Learning Communities. In this cohort, 65% passed RDG 070, 43% passed WRT 040, and 35 waivers into Freshman English 1 were granted. Eighteen of these students registered for ENG 101, 17 passed and 16 earned a grade of C or above. This sampling is evidence that this continues to be a good option for moving students into credit-bearing courses more quickly.

As previously mentioned, the Reading Center has altered the method of delivering support to students, and this is proving successful. In addition, we have experimented with authentic assessments as diagnostic tools during the first week of the semester and intend to more fully implement this during the next academic year. This new method of diagnosis in RDG 070 and RDG 080 provides a clearer picture of students' weak areas and is, therefore, more helpful to instructors in targeting their instruction toward more specific areas. Such specific information is not clearly obtainable through the Nelson-Denny standardized instrument, our prior diagnostic tool.

We continue to offer the option of Enhanced Freshman English 1 to students with borderline placements. Other students (particularly non-native speakers) have asked to register for this course, so the Department will begin to assess this possibility as part of our goals for 2013-2014.

The Department has reviewed and revised the Student Learning Objectives for Basic Writing Skills 1 and 2, and these will be incorporated in course outlines for Fall 2013.

Students in all our department courses have had the opportunity of library support and instruction for research papers and projects. More faculty have taken advantage of an Embedded Librarian Program, and the Library staff and English faculty plan to meet during the upcoming semester to brainstorm ways to have more effective collaboration.

We have made the transition to Google.docs which has resulted in more efficient and timely reporting of essay placement reading results.

Anne Sandor, Andrea Laurencell Sheridan and Stephen Meagher with assistance from Diane Bliss introduced our first customized Freshman English 2 text. This has resulted in a less expensive text

for our students. In the Fall of 2013, the second, revised edition of this book will be introduced with an eye toward improving the content. In addition, a Department committee of both full- and part-time faculty investigated a change in the adjunct text for Freshman English 1 in response to student and instructor feedback on the previous text. The Department approved their selection, and the new text will be *Patterns* from Bedford publishing. Since the approved handbook is also published by Bedford, we will be packaging the texts to create a lower price point for students.

As mentioned at the beginning of this report, the Technical Writing Lab has had a busy year, and the Reading and Writing Centers have also continued to serve students in both developmental and college-level courses.

#### Goals

- Evaluate the Enhanced Freshman English 1 course
- Continue working with the College librarians on the Embedded Librarian Program
- Continue to investigate new initiatives to enable students to achieve competency in reading and writing more quickly
- Review current course descriptions and SLOs in reading and 200-level courses

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

##### Accessibility of Offerings

In light of an increased demand for ESL Reading (RDG 060), the Department has added an additional section in Fall 2013. One section of ESL writing (WRT 020) seems adequate at this point. Both courses will be taught by the same instructor (Deborah Chedister) who has expertise in this area, and hopefully, a better assessment and clearer connection between them can take place.

Three full-time faculty members remain assigned to the Newburgh campus along with a minimum of three additional full-time instructors who teach part of their load on this campus each semester. We continue to offer 200-level electives at this site, and for the first time, are planning a section of Philosophy in the fall.

The Reading and Writing Centers follow the Middletown campus models, and the Writing Consultancy has begun an outreach to this campus by working with Michele Iannuzzi-Sucich and Josephina Vondras (Biology and Business Departments).

We continue to expand our Distance Learning offerings and have added ENG 221 (Contemporary Short Story) to the offerings of Freshman English 2, Contemporary Novel, Hebrew Scripture, and Ethics; we are also introducing a Contemporary Poetry section online in the fall.

Recognizing the role the College plays in serving the community, the English Department on both campuses celebrated National Poetry Month this April with poetry readings, “marathons” and events open to the public.

#### Goals

- Increase offering of distance learning courses
- Look to vary 200- level course offerings at the Newburgh Campus

### ***College Goal #3 – Partnerships***

#### Collaboration and Partnerships

The Department continues to support the Honors program by working with its coordinator to provide courses in Freshman English 1 and 2 on both campuses as well as offering seminars led by English faculty. This Fall, we hope to continue working with Elaine Torda as she launches the Interdisciplinary Department by sharing an instructor.

Due to program-specific accreditation reviews and/or enrollment issues, the Occupational Therapy Assistant, Medical Laboratory Assistant and Human Services programs will be eliminating or curtailing their participation in Technical Writing as part of their degree requirements. However, chairs and faculty of these and other departments have requested assistance in course and technical writing. The Writing Consultancy will continue to provide this assistance through workshops for specific classes, consultations with faculty, and follow-up conferences with students on topics such as research assignments, annotated bibliographies, use of MLA and APA documentation, article reviews, rubric design, plagiarism and resume writing. This changing focus will require department discussion and will be incorporated as part of this year's Department goals.

The English Department chair, Patricia Sculley continues to serve on the Developmental Oversight Team (DOT) to address the needs of students placed into pre-college courses. This year we worked with the Math Department, Enrollment Management and Learning Assistance to plan this summer's Pre-semester Interventions and in the creation of a video explaining our placement procedures.

As in the past, reading instructor, Sandra Graff, worked with instructors Greg Geddes (History) and Tim Zeszutek (Criminal Justice) to provide lectures for her reading students which enabled them to hone their note-taking skills and introduce them to expectations in credit-bearing classes.

This Fall, Pat Sculley along with four other Department members represented the Department at the annual SUNY Orange/Orange-Ulster BOCES English Faculty Exchange where Pat presented techniques on the teaching of grammar. This annual event provides us with the opportunity to interact with high school and middle school English coordinators/directors and teachers from districts throughout Orange County.

At the request of the Goshen Secure Center and working with Mary Ford, adjunct instructor Takken Bush will teach a WRT 040 course to inmates at the facility.

In her capacity as Faculty Association President, Kathy Malia along with department members Tony Cruz and Geoffrey Platt networked with other colleges at the Presidents' Luncheon with College and Union Presidents in Albany, the NYSUT Higher Ed Council Meeting and the Community College Conference and Meeting. Professor Malia and Mr. Cruz also lobbied legislators in Albany for more aid to community colleges. As the College's alternate delegate to the Faculty Council of Community Colleges (FCCC), Diane Bliss represented us at the Fall and Spring Plenary Sessions.

#### Goals

- Increase opportunities for collaboration across disciplines through the Writing Consultancy
- Continue to partner with faculty outside the Department to offer inter-disciplinary activities for our students
- Continue collaboration with county high schools and community organizations

## ***College Goal #4 - Innovation***

### Technology, Accessibility of Offerings and Under-Prepared students

As previously detailed, the Department endeavors to provide more accessibility to course offerings by offering more online options and attempting to vary elective courses on the Newburgh campus.

We continue to address the needs of under-prepared students through our Pre-semester, Post-semester and Summer Readiness initiatives, through our Learning Communities and continued evaluation of support services provided by our Reading and Writing Centers.

The Department continues to expand its use of Angel and members are encouraged to use a department repository on this platform to exchange ideas. Several adjunct faculty members have requested and been approved for Angel training. The Writing Consultancy Coordinator is updating the Consultancy's web page and Andrea Laurencell Sheridan has begun the projects of updating the Department Web site.

Several improvements have been made in the Technical Writing Lab. These include a ceiling mounted projector and speakers which provide more effective and easier use of the SmartBoard. This completes the transformation of BT 260 into a smart classroom.

Elaine Torda is our first Department member to make use of the ITV room for teaching. Five of our department members are actively pursuing uses of the iPad in the classroom and have attended CTL workshops and Faculty Sharings exploring this use, particularly in grading. Andrea Laurencell Sheridan presented "Annotating with the "iPad" to colleagues twice in the Fall semester.

### Goals

- Continue to experiment and assess the use of iPads for instructional purposes
- Maintain and update department computers and other equipment as needed
- Update the Department's Web site and Angel repository

## ***College Goal #5 - Professional Development***

### Professional Development

English Department members have taken advantage of many opportunities for professional development. Four full-time faculty completed the graduate course "Multiple Intelligences: Theory and Practice" offered on our campus through NYSUT, along with at least three other instructors who have pursued graduate work off campus this academic year.

As mentioned previously, a number of both full-time and adjunct faculty have attended Angel Training Workshops and numerous CTL offerings as well as presenting at the latter. Approximately 25 of these workshops were attended by Department members on topics ranging from the technological to classroom management. At least five members have subscribed to Magna Commons and taken advantages of resources provided there.

Attendance at professional and academic conferences has ranged widely. The Department has been represented at approximately eight professional conferences and seven literary conferences ranging from the Middle Atlantic College Reading Association Conference to the MLA conference and one on Homer. Also, four separate presentations were delivered at these conferences.

Continuing to pursue their personal intellectual interests, department members have attended workshops on topics as diverse as beekeeping and creative non-fiction writing and have published poetry, magazine and website articles, a journal article, textbook chapter and a fishing blog.

Assistant Chair Linda Stroms has continued the mentoring and evaluation of adjunct instructors, and three have been recommended for promotion. Non-tenured faculty have been mentored informally by senior faculty members and through the suggestions and assistance offered by members of their Department Evaluation Teams, and one full-time faculty member has been promoted.

As in previous years, our department sponsored poetry readings during the month of April and expanded our recognition of National Poetry Month by continuing "Poetry on the Green" on both campuses, a day-long program of poetry reading by College faculty and students. This year, an Open Mike and "Slam" poetry were added to the roster of events.

#### Goals

- Continue to encourage and support opportunities for professional growth

#### ***College Goal #6 - Learning Environment***

##### Facilities

Both the Department Reading and Writing Centers have completed their moves to BT 360, 362 and 364 and necessary preliminary physical and technological changes have been accomplished. The resulting proximity of these support centers to each other has made the connection between the two areas more apparent and has led to easier student access to the services.

The current configuration of these two support services on the Newburgh Campus also provides connection and access. However, both these facilities are at times too small to accommodate student demand at peak hours. Creative solutions will need to be found to alleviate this problem.

With the assistance of IT personnel, the Smart carts in our Harriman classrooms have been upgraded and better maintained than in years past.

#### Goals

- Continue to maintain smart classrooms
- Explore possibilities for increasing space in the Newburgh Reading and Writing Centers

#### ◆ ***PLANNING - Looking Ahead***

##### ***Department Goals for 2013-2014:***

- **Continue the outreach of the Writing Consultancy to disciplines across campus while expanding the function of the Tech Writing Center to better serve students in courses where Writing Consultancy projects have been or are in progress.**

This Academic Year, Writing Consultancy coordinator Anne Sandor will distribute a brochure to all chairs describing services the consultancy can offer. We seek to provide help in professional and academic writing tasks that are not in the purview of the Writing Center's mission. In order to do this well, we will need safer seating in BT 260 and begin to investigate the possibility of creating a Writing Consultancy presence in Newburgh. To best emphasize this new emphasis, the Department will discuss the possibility of a name change for BT 260 that better reflects the mission of the Writing Consultancy.

- **Evaluate the current developmental reading course learning objectives, requirements and delivery format as well as further investigating how the Reading and Writing Centers can best support student goals.**

The Department will form a committee to review and evaluate current SLO's in reading and explore the need for curriculum change. This will be done in conjunction with a review of the services and mission of the Reading and Writing Centers.

- **Maintain collaboration with the Developmental Oversight Team to review and expand current programs and create new initiatives to accelerate student progress into degree credit courses.**

The Department will begin a review of the success rates in Freshman English 1 and 2 of those students who have participated in Post- and Pre- semester Interventions and the Summer Readiness program. The results should assist in planning future offerings.

- **Launch an assessment of the Freshman English 1 with Support offering (ENG 101 and 091) to evaluate its success rate and possibilities for offering it as an option to additional student cohorts. This will be done in conjunction with the continuing effort of the Department committee that is evaluating the purpose and requirements of the mandatory research paper in Freshman English 1 and 2.**

It has become apparent that, after several years of offering an Enhanced Freshman English class, the time has come to do such an assessment. Also, the Department will attempt to begin to gather data regarding student requests for this option, wait list numbers, and perhaps, a profile of the student who can best benefit from the course. This will naturally fit in with the goal of evaluating the research paper requirement which is an integral part of the learning objectives of this course.

I would like to take this opportunity to express my gratitude to AVP Stacey Moegenburg who has taken on the leadership of half the Liberal Arts Division this semester. Her guidance, patience, and constant communication have made the responsibility of chairing the English Department a bit lighter.



## GLOBAL STUDIES AY 2012-2013

*Submitted by: Paul Basinski, Department Chair and Michael McCoy, Special Assistant to Chair*

The Global Studies department at SUNY Orange had a busy academic year. This report details our accomplishments for 2012-2013, especially as they relate to College goals and strategic priorities. This document will also assess our progress on specific academic year goals we had set. We will also look ahead to the coming academic year and begin to set new goals for Global Studies as they relate to our primary mission of service to students and our academic community.

### ◆ **LOOKING BACK**

Briefly, the Global Studies department, chaired by Paul Basinski, is composed of 10 full time faculty, 18 adjunct or part time teachers, and a large number of instructors throughout county high schools that we help supervise in our Community College in the High School program. We have one full time administrative assistant, Kim Baxter, and one part time, Teri Lehuray. The department teaches in the areas of history, political science, foreign languages and economics, and instructs over 2,500 students per academic year. Our offices are in Christine Morrison House where we moved this past year as temporary assignment waiting to determine where our permanent offices will be. This move, a significant venture, went well, and though somewhat lacking for space we had in the old Sarah Wells building, we managed to adjust fairly quickly to the new dwelling. Teri Lehuray's leadership in planning and executing the move was exemplary.

Of course Global Studies primary responsibility throughout the past academic year was service to students. In our four areas we taught over 160 courses to a diverse student body on our two campuses, as well as throughout the county in CCHS. Many of these students have academic concentrations in history, political science, foreign languages or economics. Some are in the degree program as well. (See below). I like to point out how our department is itself a diverse community composed of members born in Nigeria, Sudan, Colombia, as well as a number of regions in the United States. While we are a department at a community college, we are also indicative of ways in which globalization has an impact on all our lives.

The department has also designed and successfully taught a number of new courses in areas of instruction never before covered at the College, or has delivered new distance learning course for the first time. These will be documented in more detail below as they relate to College goals and strategic priorities. We have also been busy in implementing changes with respect to learning outcomes and other aspects of our courses. Fundamentally, full and part time members of the department have had a productive and professional year in service to students and our college community.

### ***Academic Year Goals***

- **To develop better connections between the Global Studies members at the Middletown and Newburgh campuses, insuring good communication and contact among them.** This was primarily a responsibility of the leadership in the department, Michael McCoy, Special Assistant to the Chair, and Paul Basinski, Chair. It reflects the fact that though we are two distinct campuses, we are one College. With new full time Global Studies faculty like Dr. Geddes exclusively in Newburgh-- and with more department

courses taught there-- it's crucial that communication and oversight be maintained. McCoy agreed to travel to Newburgh campus every Thursday and have an open office hour (a longer period actually), where he was accessible to students to deal with complaints, refer problems to the chair, and otherwise be a formal liaison. Basinski agreed to teach an Honors course with students on both the Newburgh and Middletown campuses (through video conferencing). This meant that he divided his time between the two campuses, and was more a presence on the Newburgh campus than previously. Dr. Jean Cowan, who taught the bulk of his Spanish courses in Newburgh, also assisted in maintaining lines of communication between our two facilities. Geddes also served in governance and spent more time on the Middletown campus in that capacity. I feel this important goal was accomplished by making the best use of faculty on both campuses. We will continue this plan in the future.

- **To increase the number of majors in the International Studies degree program and track the students as they successfully complete the degree.** This was generally a responsibility of the chair, and special assistant to the chair, McCoy, although all members of the department assisted. Global Studies is fortunate to offer the International Studies degree within its department. While the degree program has only ever been a small part of the overall number of students we service, we are committed to growing it. As such, the department determined that a number of methods are applicable:

(a) Word of mouth and promotion in our classrooms. The best way for students to see the benefits of the degree is through our faculty in the department who offer many of the courses within it. As such we are revamping our old brochure and preparing a new one. We are also working to highlight the importance of the degree through our website, and through the literature provided by admissions used at college open houses and other venues.

(b) The department will work next year as well to target high school classrooms for more recruits. Since we teach a number of CCHS courses throughout the year, it's determined that this would be the best way initially to reach out to new majors.

(c) Tracking graduates will involve mailing letters with enclosed surveys (or emails) to those who have successfully finished up the program. The chair will follow up with a phone call. We plan to implement these proposed changes in the upcoming academic year. Current numbers of those enrolled in and graduating from the degree program are:

**International Studies Program**  
**Fall 2009 to Spring 2013**

<b><u>Enrollment (as of Freeze):</u></b>						<b>Course Credits</b>
	<b>Program</b>	<b>Program Description</b>	<b>Major</b>	<b>Major Description</b>	<b>Headcount</b>	
Fall 2009	INTER-AA	International Studies	INTL	International Studies	18	220.00
Spring 2010	INTER-AA	International Studies	INTL	International Studies	18	205.00
Fall 2010	INTER-AA	International Studies	INTL	International Studies	17	221.50
Spring 2011	INTER-AA	International Studies	INTL	International Studies	14	169.50
Fall 2011	INTER-AA	International Studies	INTL	International Studies	19	213.00
Spring 2012	INTER-AA	International Studies	INTL	International Studies	13	140.00
Fall 2012	INTER-AA	International Studies	INTL	International Studies	15	210.00
Spring 2013	INTER-AA	International Studies	INTL	International Studies	15	184.00

**Graduation:**

	<b>Program</b>	<b>Program Description</b>	<b>Major</b>	<b>Major Description</b>	<b>Headcount</b>
AY 2009-10	INTER-AA	International Studies	INTL	International Studies	0
AY 2010-11	INTER-AA	International Studies	INTL	International Studies	0
AY 2011-12	INTER-AA	International Studies	INTL	International Studies	3
AY 2012-13	INTER-AA	International Studies	INTL	International Studies	5

As noted above, the degree program is a small, but stable part of the department. Most “majors” (concentrations) are in our four areas and amount to over 100. Many of our degree majors move on before completion, something we intend to better track. And the degree is, fundamentally, cost neutral, that is, we maintain it at no additional expense to the College.

- **Review, revise and update Student Learning Outcomes for all courses regularly taught in the department, and determine appropriate ways to assess the SLOs.** Many of the original group of learning outcomes was added to departmental syllabi years ago. As the templates for all College syllabi have now been updated and amended, we agreed it was an appropriate time to give SLOs a second look. This means going through the four areas of history, political science, foreign languages, and economics in our most popular and well subscribed courses and making changes where appropriate. Full time faculty are in the

process of doing this and we expect to begin rolling out updated outcomes (where appropriate), beginning with the coming academic year. This will be a dynamic process and will reach into our most important courses: US History to and since 1865; World History to and since 1500; Elementary Spanish courses; Macro and Micro Economics. The department is also working on a rubric to allow us to appropriately assess the success of achieving outcomes in our various courses, and have begun to do this through our latest assessment cycle in history and government. Our third department goal is ambitious, a complete revision of our SLOs. This is, of course, a multi-semester task, and therefore measuring the completion and effectiveness of these changes will take some time. It is, we think, imperative to undertake this effort, for while the SLOs will not themselves produce measurable data, when used in conjunction with a revised General Education Assessment instrument, these SLOs will provide clear statistics. Indeed, crafting measurable SLOs and an instrument to measure them will produce in the succeeding semesters a clearer picture of how well we are doing in achieving those goals and teaching our students.

- **Revise descriptions of courses in the Official College Catalog so they are up to date and capture what is currently being taught in those courses.** Two things here. First, this year the department renumbered a large group of our courses for the College Catalog. In particular, members of the department were convinced we could renumber many of our course offerings in history in particular to make them more accurately reflect whether they were truly 100 level introductory courses or more advanced 200 level topics. This goes hand in hand with changing catalog descriptions. Those need to accurately, and thoroughly, reflect the state of the art in our various disciplines. Most of these changes have been made and will be submitted for the next revision of the College Catalog.
- **Continue to develop new foreign language offerings as the foundation of Global Studies, specifically Arabic language studies.** A crucial goal. We are all too aware how many languages foreign students know as opposed to our American students. (We encounter this on international trips). New students should not be able to leave our program without some facility with a language other than English. As such we have introduced Mandarin Chinese through intermediate level for the first time at the College, and teach it in CCHS as well. With Chinese, we were able to create an entirely new offering from the ground up. We found a skilled teacher, constructed introductory courses, built up a core of students, and then added, over time, more courses that would enable students to move through the intermediate level and ideally onto advanced level courses.

Though we still need the right faculty member for Arabic, we have a clearly discernible means for building a program, and after that a means (number of students enrolled and completing) for testing the effectiveness of that program. Given the importance of North Africa and the Middle East to Global Studies, we are committed to this plan to teach Arabic as well. Through his trip to Oman, Basinski has identified an instructor of Arabic who can suggest a qualified adjunct to teach in this area. As our department member Dr. Mike Strmiska will chair the Curriculum committee next year-- and as we have familiarity with the process of proposing new language courses with Chinese-- we believe this streamlined process will allow us to introduce Arabic in 2014.

◆ **COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

***College Goal #1 - Academic Courses, Programs and Services***

The primary way the department meets this goal is through excellence in teaching a large number of courses applicable to students in many degree programs across the campus, especially including our A.A. degree in International Studies. As noted above, we teach over 160 courses per year on both campuses day and evening, including summers, and also offer numerous courses in the Community College in the High School program. (Thanks to our close work with Mary Ford, the latter's director, we have expanded our offerings in CCHS while maintaining the quality of those courses as well).

The Global Studies department also delivers courses through distance learning to create additional opportunities for students. Weber, Farah, Basinski, McCoy and Cowan offer such courses. Dr. Cowan in particular has been busy in adding new DL courses in Spanish, including Spanish 102 and 201 DL, not previously delivered in that mode. We also continue to add new courses to our roster. The chart below shows that progress:

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**New Course Offerings (Global Studies and/or in Collaboration)**

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<i>Course Title</i>	<i>Faculty/ Department</i>	<i>Expected Completion</i>
Russia & Eastern Europe	Strmiska, GS	Active
American Civil Rights Movements	McCoy, GS/Torda IDS	Spring 2014
Work & Workers in America, 1600-Present	Geddes & McCoy/GS	Fall 2014
The Early American Republic	Geddes & McCoy, GS	Fall 2014
Scientific Racism (Inter-Disciplinary Studies)	McCoy & Harris, IDS	Spring 2015

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Global Studies faculty also continue to offer courses within the College's Honors program. This year Kontos taught Honors in Greek History; Geddes on Modern Music History; Basinski on Introduction to Political Science; Weber United States History. The department is committed to offering these courses to some of our finest students but also serves a wide range of SUNY Orange students of differing abilities.

Basinski and Geddes also led a field studies credit trip this past March to Germany and Austria. Forty-six (46) attended the trip, including 12 SUNY Orange students. We visited the site of the Nuremberg trials, where the first international criminal court was convened; we also visited Salzburg and stood in the birthplace of Mozart; we spent three days in Vienna. We fully understand that the cultural enrichment students, faculty, staff and community members build from these experiences is enormous. For many SUNY Orange students, these trips are their first taste of international travel, building awareness of foreign cultures, foreign language skills and overall confidence. Next year Weber and Gutierrez will lead a trip to Spain. We are also committed to pioneering a program which will allow us to teach an entire course in the field, for this Greek and Roman World is proposed.

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

The Global Studies Department and its members are in a unique position to enhance student civic responsibility and cultural diversity. This past presidential election year, Basinski taught the special topics course Political Parties: Campaigns and Elections to an eager group of learners. These students and others in the department and around the College also engaged in voter registration drives on both campuses. SUNY Orange students also worked on the campaign of Sean Patrick Maloney who would go on to win the 18<sup>th</sup> Congressional District. (The Congressman visited both our campuses, interacting with students). Students Francesca Munoz and Christo Thomas would go on to work in the Congressman's local office. A great opportunity. Students also helped to plan a Politics Day event which brought eight national, state and local officials to campus for a robust debate on everything from rising tuition costs to public safety on our campuses. The media covered the event; students were interviewed and gained that experience as well. The department also looks forward next year to hosting a debate among the candidates for Orange county executive. This contact with public officials is the essence of building civic responsibility.

Along with the Criminal Justice department, and as part of Global Initiative: Global Health year, the department sponsored a public forum on Gun Rights and Gun Safety in the wake of the terrible firearms-related tragedies around the United States. Panelists included members of the NRA, New Yorkers for Gun Safety, and local law enforcement. It was the largest event we held in the academic year, with over 150 attending. We hope that the spirited debate on this topic accomplished two things: built greater awareness about firearms and their role in society; and taught students in particular that even on the thorniest topics they have a right and responsibility to civilly speak out.

Cultural Diversity is a norm in many of our courses. We mean this both in terms of the sheer number of students from different racial and ethnic backgrounds, as well as the kinds of courses we taught in 2012-2013. The department offered History of African-Americans, Latin American Heritage and History, History of the Middle East, etc. and feels fundamentally that exposure to faculty and ideas in these courses contributes to a more tolerant, respectful and humane learning and social community in the Hudson Valley. (A number of these courses are delivered by our adjunct faculty who have professional training in these particular areas, and allows them to utilize their skills.) Perhaps no other department on campus has as great a challenge and opportunity to deliver a wide range of courses on a multiplicity of topics touching on these important themes of cultural awareness, respect and diversity.

I would argue that all of the above events-- both courses and extracurricular activities-- contribute to critical thinking of students. Such public events demand that they engage themselves on controversial issues, become informed and think deeply about politics, society, public safety and so many other topics which affect us all.

Beyond this, Greg Geddes continued his work with Historia, our history club, in Newburgh. In doing so, his students hosted a number of events dealing with thorny social issues; Heidi Weber taught her Holocaust seminar which is not only a moving course, but important in developing student's understanding of Jewish history and its relationship to our world today.

## ***College Goal #3 - Partnerships***

Partnerships are another strength of our department and faculty. The implementation of the Global Initiative on Global Health-- as well as the planning for the upcoming African initiative-- are examples of that. In the Fall of 2012, the Global Studies department paired with such departments

as Nursing, Arts and Communication, Criminal Justice and Business to sponsor our various events. Global Initiative also works with our Cultural Affairs area on campus, as well as the Grants area and the Foundation, and was able to successfully secure a generous grant from Walden Savings Bank for our upcoming focus on Africa. As we planned our Initiative for the Fall, we were lucky to have participants from New York University, Vassar College, as well as departments on campus, giving talks. We will perform African or African-American themed or created music in Grace Episcopal Church in Middletown and in the Paramount Theater. We believe that Global Initiative is a paradigm for building partnerships and collaboration throughout the county in our business community, and that our programming takes full advantage of the vast pool of talent and diversity in the Hudson Valley and beyond. We welcome you to visit our Global Initiative website, and to attend our events in Fall 2013.

The Global Studies department also works with The Orange County Museum Village in Monroe. Its new director Mike Sosler visited us this year, and we are in the process of establishing internships between the College and the museum. We also hope that in the future our history faculty will have an opportunity to lecture on site at the museum.

The department also continues to work with various groups in the village of Florida toward the completion of the transformation of the William Seward birthplace into a museum. Both Weber and Basinski attended fundraisers for this worthwhile project. Basinski and Weber have worked with Gary Randall and others to see that this property is developed as a museum that could provide opportunities for our students to visit the site, and possibly to serve as interns as well.

#### ***College Goal #4 - Innovation***

Global Studies continues to provide opportunities for students and to take advantage of new technology and changes in this area. Specifically, this year Geddes, Weber and Basinski all taught Honors courses delivered synchronously on our Middletown and Newburgh campuses. With the support of the Honors program, and our technology staff, these were a success. Of course the greatest beneficiaries were the students within the program who received instruction and who were also able to gain valuable experience using the interactive technology in Library 103 and Tower 307. Using technology in this innovative manner also allows our departmental faculty to serve students in Honors on both our campuses.

In addition to our face to face courses in which nearly all full and part time faculty now, minimally, use computers for PowerPoint, internet data, DVDs and other applications, we continue to offer a robust group of new delivery methods: specifically hybrid courses and DL classes. Dr. Cowan in particular has now designed and implemented his Spanish courses fully online. My understanding is that our College is one of the few in the SUNY system to have done so. McCoy is also offering Medieval and Renaissance History and Age of Revolutions as DL courses for the first time at the College. These different modes of delivery, clearly, provide opportunities for students to enroll in our courses who might not otherwise be able to attend. I have also encouraged our part-time faculty to consider designing new DL courses, Dr. Thomas Schunk is proposing one on the History of Ireland.

Weber and McCoy also participated in the iPad loaner program at the College. Their use of these devices for office needs, as well as in the classroom, proved helpful. The department also continues to purchase Kindle tablet devices for full time faculty for professional use.

The department also offers a comprehensive range of courses in our four fields throughout the academic year at the traditional times Monday-Wednesday-Friday and Tuesday-Thursday. We also offer a full range of evening course for non-traditional students in particular. We also offer PM express courses for some of our sections. The students who might typically come to the College underprepared in math or English skills may turn up in our courses as well. We work closely with Tutoring services to provide additional assistance for under-prepared students. We also maintain an open-door policy, and in our new facility, Christine Morrison House, throughout the past year, faculty are invariably available to serve all categories of students in a professional and caring manner.

**College Goal #5 - Professional Development**

The Department of Global Studies continues, we think, to lead the way in supporting and encouraging professional development. Members of our department continue to attend and present at regional and national conferences, participate in and lead Center for Teaching and Learning (CTL) events, (this year Basinski and Strmiska did so), and pursue activities that enhance their teaching abilities and knowledge. More than competent teachers, our faculty members are dedicated scholars. As a department, we affirm that there is a clear link between scholarly activity and accomplished teaching, and over the past few years, members of our department have been actively engaged in scholarly research and publication. The chart below provides a multi-year picture of our scholarly activities. There are a few important caveats to consider: First, these numbers do not include research that is in progress. To be clear: our faculty is busy researching, writing, or preparing articles, essays, and shorter works not included in the chart. Second, these numbers are incomplete. We are still in the process of gathering information from all our FT and PT faculty—thus, the numbers will likely increase. Finally, we need to track these better at a departmental level.

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**Research, Publication, Presentation--Department of Global Studies, 2009-13**

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<i>Publications</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<b><i>5-Year Totals</i></b>
Books & Monographs—Under Contract	--	--	--	2	1	<b>3</b>
Book Chapters (Edited Collections)	--	1	1	3	--	<b>5</b>
Peer-Reviewed Articles (Journals)	1	--	--	2	1	<b>4</b>
Peer-Reviewed Articles— Accepted/Revise	--	--	--	1	1	<b>2</b>
Book Reviews/Essays	2	1	1	--	--	<b>4</b>
<i>Total Publications (Including Contracted/Accepted Pieces)</i>	<i>3</i>	<i>2</i>	<i>2</i>	<i>8</i>	<i>3</i>	<b><i>18</i></b>
Conference Papers/Invited Lectures	7	4	3	3	1	<b>18</b>

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In our last report (AY 2011-2012) we highlighted several publications, including the following by Dr. Michael Strmiska: “Paganism-Inspired Folk Music, Folk Music-Inspired Paganism: New Cultural Fusions in Lithuania and Latvia” was published this year as a chapter in *The Brill Handbook of New Religions and Cultural Productions*, edited by Carole Cusack and Alex Norman. His article “Romuva Looks East: Indian Inspiration in Lithuanian Paganism” was published in early 2012 as a chapter in the book *Religious Diversity in Post-Soviet Society: Ethnographies of Catholic Hegemony and the New*



*Pluralism in Lithuania*, edited by Milda Alisauskiene and Ingo W. Schroder, Ashgate Publishing House. Additionally, we pointed out Michael McCoy's works including: "The Margins of Enlightenment: Benjamin Rush, the Rural World, and Sociability in Post-Revolutionary Pennsylvania") in an edited collection entitled, *Sociability and Cosmopolitanism: Social Bonds on the Fringes of the Enlightenment*, and "Forgetting Freedom: White Anxiety, Black Presence and Gradual Abolition in Cumberland County, Pennsylvania, 1780-1838" in *PMHB: Pennsylvania Magazine of History and Biography*. Finally, he published a review article (Hybridity and Creolization in Early Pennsylvania") in highly respected cultural studies journal, *Eighteenth Century Studies*.

As of this academic year, Strmiska has published his article "Eastern Religions in Eastern Europe: Three Cases from Lithuania" forthcoming in the highly acclaimed *Journal of Baltic Studies*. Finally, both Strmiska and McCoy have signed book contracts. Strmiska has two book projects in progress, with contracts signed for *The Afterlife in Paganism: from Ancient Times to the Present Day* with Equinox Publishers, and *Unchristian Eastern Europe: Pagans, Jews, Gypsies and Muslims in Eastern European History* under preparation for Rodopi Press. McCoy has a signed agreement for *The Anxious Republic: History and Documents of the New American Nation, 1788-1848* published by Kendall/Hunt and due out in Spring 2014.

All told, the department can account for some 18 articles, chapters, books, and essays published, contracted, or nearing completion during the past five years. Additionally, in that same period, members of the department presented research at 18 different conferences or off-campus public lectures. While our scholarly output does not match the level of four-year colleges and university centers, or even CUNY two-year faculty in similar departments, it is demonstrative of our commitment to scholarship as a critical part of the changing community college. More importantly, these numbers signal a need at a departmental or institutional level for support—time and resources—for promoting such academic endeavors; for, the above record of research and publication not only serves the faculty and their students, it also serves the College, because these works proudly carry on our college reputation for scholarship and professionalism.

### ***College Goal #6 - Learning Environment***

Our primary department related learning environments are the Global Studies offices in Christine Morrison House, our classrooms in Hudson Hall, and the Gilman Center room. In all of these we make do with what is given to us. Faculty were asked to triple up in the new building and office space is tighter than in the past. Nevertheless, the chair has a private office as contract mandated. And the members of our department have generously arranged their office hours and time to provide maximum opportunity to serve students in counseling, advising and classroom matters, with a minimum of fuss. Adjuncts are provided rooms in CMH to hold office hours, grade exams, give make-ups, etc. This space, too, is limited. In particular, we seek a solution for next year so that students requiring make-up exams can do so in a quiet and secure environment.

Hudson Hall, meantime, is an aging facility. We look forward to what we hope will be an eventual, and comprehensive, upgrading of that facility so that it may serve student learning needs to maximum potential. Often, the favorite room to teach in is at the Gilman Center in the Library. The chair is careful to make sure that all full-time faculty who request teaching time there are provided it.

## ***College Goal #7 – Resources***

The department receives an annual budget from the College in which primary allocation responsibilities are in the areas of instructional supplies, office supplies, Professional Dues and Subscriptions and Global Initiative. The allocation of these resources is accomplished collegially and fairly based on request or need, with the ultimate decision made by the chair. As always, we determine full time faculty computing needs, and any equipment deemed problematic is requested to be replaced. That was not the case this year, though we expect a need next year to replace two aging desktops. We prefer to replace this gear with laptops or tablets. We purchased two new podiums to lecture from for Hudson Hall. These are durable, practical and professional looking. Most of the office use of resources is for toner, copy paper, flash drives, etc., this is stipulated primarily by our assistants Kim Baxter or Teri Lehuray. We used all money related to professional development by first requesting that all full time faculty identify their needs (journal subscription, membership in professional organizations, etc.). Then, after we made the initial requests, any remaining monies are used up on a first come first served basis. Much of the discretionary budget is consumed by Global Initiative. The bulk of this is subsequently used in paying our speaker fees for lecturers, for designing our poster, for printing our posters, for printing color flyers, for small meals to provide a formal or informal opportunity for off-campus guests to feel welcome on our campus.

### **◆ PLANNING: *Looking Ahead***

#### ***Academic Year 2013-2014 in Global Studies***

At one level academic year 2013-2014 will be engaged with moving further ahead with the implementation of goals mentioned at the outset of this report. We also meet with all full time faculty in the opening departmental meeting, subsequent to their reading this report and reflecting on the year past, and with their insight develop new goals. We're also interested in meeting with our degree program majors to get a sense of their happiness with the program and what they see as sources of improvement for the department. Some specific goals:

- To further develop internships as a practical path to success for our students in an increasingly competitive job environment. To work with campus offices, as well as other groups around the community (Museum Village, local, state, political offices, business groups), to create internship opportunities for our SUNY Orange students.
- With adjunct faculty's role so large in the department, we intend to revisit the Department observation form created in 2008, and while revising it, to have a more detailed and thorough schedule to observe adjuncts in both CCHS and on our two campuses.
- To fully implement Global Initiative: Africa with the help of other departments and areas of the College, as well as the local community, to maximize attendance and the quality of all events.

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

- Applied Technologies
- Biology
- Business
- Mathematics
- Science, Engineering and Architecture
- Learning Assistance Services

## BUSINESS, MATH, SCIENCE AND TECHNOLOGY (BMST) DIVISION AY 2012-2013

Submitted by: Stacey Moegenburg, Associate Vice President

### ◆ LOOKING BACK

#### *AVP for Business, Math, Science and Technology (BMST) Division – Goals*

- Orient new Interim Department Chairs to their roles
  - *Achieved.* After an internal search was conducted; Anne Prial was appointed as Mathematics Department Chair; Cartmell Warrington was re-appointed as Interim Department Chair, Applied Technologies for AY 2013-2014.
- Contribute to Middle States Self Study / Review
  - *Achieved.* BMST faculty and administrators participated on working groups to produce drafts for Standards. AVP BMST co-chaired Working Group 4 and is a member of the MS Self Study Steering Committee.
- Review departments to evaluate possibility of coordinator or assistant chair positions
  - *Achieved.* This took the form of thoroughly reviewing the consultant's report produced at the end of Spring 2012 and making recommendations for changes to consider via negotiations with the Staff & Chair Association.
- Provide useful ODS data to chairs on a regular basis
  - *Not achieved.* An annual schedule for ODS reports to produce and distribute to chairs needs to be developed.
- Evaluate Academic Policy 28i to encourage greater student participation
  - *Evaluation not achieved. Continuing the practice was affirmed.* According to Academic Policy 28i (soon to be re-numbered per changes to Academic Policy during AY 2012-2013), students taking a developmental course for the third time are required to meet with an AVP to discuss the implications of failing the course a third time. In Fall 2012, 97 students fell into this category and 12 students took the necessary steps to meet with an AVP (and thereby opened the door for an appeal of separation if they failed the course). In Spring 2013, 62 students were in the category and 12 students met with an AVP. These rates (12% in Fall and 19% in Spring) of meetings are lower than AY 2011-2012 (AY 2011-2012 - Fall 2011: 76 students in the category, 24 meetings. Spring 2012: 50 students in category, 11 meetings took place). While the rates of meetings are disappointing, the content of the meetings with students is focused, candid and productive.
- Collaborate with ITS to complete computer / software replacement plan
  - *Responsibility reassigned.* ITS has developed the framework for a computer hardware and software replacement plan. It has been discussed at the Vice Presidential and Presidential level. AVP BMST did not contribute to the plan.
- Work with Eileen Burke to implement revised tutoring model based on new Academic Support fee structure
  - *Achieved.* Communication with AALT about pending changes took place. The Academic Services FAQ and Application for services have been revised. Estimates for potential increased demand were made and planned for via the budgeting process. Managers of the departmentally-based academic support labs met and discussed potentially increased demand for AY 2013-14.

- Work with Student Services to code and track students who place into one DEVL course
  - *Partially achieved.* New codes were developed for students who place into one developmental course. The codes can be retroactively applied to students back to 2009. For tracking and assessment purposes, an ODS Report still has to be built to extract useful data.
- Work with Student Services on advisor assignments and finalize implementation
  - *Partially achieved.* AVP's input was provided at the beginning of October. Next year, this information will be conveyed to the Registrar much earlier (i.e. Week 1)
- Assume responsibility for faculty loading
  - *Not achieved.*
- Ensure that learning environments (i.e. space and facilities within the division) are conducive to teaching and learning and support program outcomes
  - *Achieved.* This primarily took the form of planning (technology, furniture, equipment) for the Center for Science and Engineering (CSE).
  - AVP BMST conducted a tour of Middletown Campus for senior administrators. With the goal of identifying disparity between buildings and between campuses that will provide clear direction and priorities for facilities upgrades in the future.
  - See overview and departmental reports below for details. Work stations for Smart stations in Harriman Hall were upgraded. A SmartBoard was added to HA 300. The Math Tutorial Lab in Harriman Hall was moved into a better and more effective location. Business Department computer labs were upgraded. iPad program for faculty utilization was sponsored by Academic Affairs.

### **Assessment**

Several areas in the BMST Division conducted formal assessments in AY 12/13. Natural Science General Education was assessed in both the Biology Department (final report pending) and the Science, Engineering and Architecture (SEA) Department (**See Addendum #2**). Also in the SEA Department, a program review was conducted for the AAS Architectural Technology program. Quality assurance assessment activities continued in the Business Department through their systematic collection of student outcomes and performance. The Mathematics Department began to implement recommendations from last year's General Education assessment in that department.

### **Baseline established for benchmarks to review annually in the BMST Annual Report**

\*using Fall 2012 freeze reports

Total AFTEs in the College – 2195.7 / Total AFTEs in BMST – 581.87

BMST = 26.5% of Total

Total Headcount in the College – 6,716 / Total Headcount of students in BMST majors = 1541

BMST = 22.9% of total (**See Addendum #3**)

Total # of BMST sections per semester

Fall 2012: 534 (45 = CCHS)

Spring 2013: 482 (25 = CCHS)

Summer 2013: 105

Total AY 12/13: 1,121 sections run

(In future reports, aim to include data on successful completion rates in BMST courses.)

Total number of FT faculty (including chairs): 51 + 3.5 technical assistants  
FT:PT ratio (classes taught by FT:PT)

AY 2009-2010:	49.25% FT	50.75% PT
AY 2010-2011:	53.76% FT	46.24% PT
AY 2011-2012:	55.64% FT	44.36% PT
AY 2012-2013:	56.61% FT	43.39% PT

Number, successful completion rate, persistence rate of Math components of the Summer College Readiness participants

Pre-Semester Intervention Developmental Algebra:  
20 participants, 15 successfully completed (75%)  
15 successfully completed, 10 persisted in Math sequence in Spring 2013: (75%)

Summer Institute Developmental Arithmetic:  
9 participants, 8 successfully completed (89%)  
8 successfully completed, 7 persisted in Math sequence in Spring 2013 (88%)  
\*\*Note: performance in MAT 101 of the 7 students who persisted was very mixed:  
3 passed, 1 withdrew, 3 failed

Number of curricular changes to go through Curriculum Committee process  
Two major curricular changes went through the Curricular Committee process this academic year. See details below in departmental reports.

#### ◆ HIGHLIGHTS OF BMST DIVISION ACTIVITIES PERTAINING TO COLLEGE GOALS

##### ***College Goal #1 – Academic Courses, Programs & Services***

To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.

Goals of students majoring in programs in the BMST division are captured in the annually-produced Enrollment Activity Report.

60% = goal to transfer  
14.5% = goal to seek employment  
17.7% = uncertain goal(s)  
7.2% = no response  
0.6% = other

In AY 2012-2013, focus on quality programs and student goal attainment primarily took the form of continuous improvement. Student learning outcomes were examined in the Business and Mathematics Departments. The Mathematics Department continued delivery of non-credit coursework via the Summer College Readiness Program. Academic success of students who have participated in the Pre-Semester Intervention for MAT 020 Developmental Algebra propelled the department to increase offerings of it in Summer 2013. The Biology Department began an assessment of general education outcomes and has continued their practice of end-of-semester meetings of instructors of multi-section courses. The Science, Engineering and Architecture Department also conducted a general education assessment as well as a program review. In addition, standardization of CHM 120 – Elements of Chemistry and Physics (a high-demand, introductory level chemistry course that primarily serves pre-allied health majors) took place. In previous years, math skills deficits were identified as problematic for PSC 125 – Physical Science:

Physical World. This year, Dr. Megumi Kinoshita and Dr. William Stillman collaborated with Math Tutorial Lab coordinator, John Rion, to change content in the first two weeks to review, reinforce and strengthen math skills. In Learning Assistance Services (LAS), reports derived from the College's data management and extraction software (ODS) provided streamlined review of progress of students in two or more developmental courses. Also in LAS, tutor training now contains an online component in Angel.

Two areas in the division removed or discontinued offerings. After two pilot offerings of the Post-Semester Intervention for students who narrowly failed MAT 020, Developmental Algebra, that offering was discontinued. Few students benefited from the offering, and it was determined that those students were not good candidates for the accelerated format of the Intervention. In the Applied Technologies Department, an administrative decision was made to halt acceptance of new students into the Electrical Technology – Telecommunications degree for Fall 2013. Enrollment in that program had been weak for several years. A plan for course offerings for students already in the program is in place. Ideas for revamping the program were identified through a program review last academic year. Those ideas, pertaining to convergent technologies and service of biomedical technologies, will be explored in collaboration with CAPE, in AY 2013-2014 during the program hiatus, and will be considered for future curricular changes.

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

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

Opportunities to practice critical thinking and problem solving skills are inherent in the work and formats of most areas of BMST offerings. Regarding information literacy, the Business Department increased hybrid and distance learning offerings this year. The Business Department and the Applied Technologies Department have been the most aggressive in the division in requiring Angel shells of courses. In the Mathematics Department, results from last year's General Education assessment recommended that word problems and requiring students to explain their mode of solutions should be stressed and reinforced. Also in the Mathematics Department, end-of-semester review sheets (an in-demand commodity) for all courses were posted to an Angel shell for easy student access. This served two purposes: providing an important study tool to students and driving students to use technical literacy skills to obtain the review sheets. As part of the improved tutor training in LAS, diverse student learning styles and patterns are covered. Civic responsibility is most clearly demonstrated in club activities within the BMST Division. Club sponsorships of the Adopt-a-Family program are one example. In the category of developing a sense of civic responsibility in students, two examples come to mind: Chemistry Night, a program to introduce children to principles of chemistry that is open to the public, is executed by faculty and students. Under the leadership of Daryl Goldberg, Accounting and Business students train to provide tax preparation services through the Volunteer Income Tax Assistance (VITA) program (40 students served this year).

The College piloted an Embedded Librarian Program this academic year, through which librarians teamed up with faculty members to provide services, particularly information literacy skill development, closely linked to course content. There were sixteen instances of embedded librarianship, five of which occurred within the BMST Division.

Academic Affairs began a cyclical assessment of Information Literacy. Eighteen instructors from a cross-section of disciplines at the College participated, seven of whom represented the BMST Division.

### ***College Goal #3 – Partnerships***

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

In collaboration with the Office of Career and Internship Services, the Business and Applied Technology Departments continuously seek new internship opportunities for students. In collaboration with Cultural Affairs, the Science, Engineering and Architecture Department continued to support events of interest to local engineering and architectural professionals, who earn continuing education units (CEU) by attending events. Horticulturally-related offerings have begun to be offered in the Devitt Center. During AY 2012-2013, seventy CCHS courses were offered in the BMST Division.

Intra-college relationships and partnerships were stressed this academic year. The Mathematics Department prompted division-wide dialogue about preparing our students to be, at minimum, "calc-ready" if they are pursuing an Associate of Science degree. A curricular change in math requirements for the AS Liberal Arts: Math and Natural Science degree resulted from this dialogue. LAS increased dialogue with departments to align tutoring types and offerings with student need / demand. An Applied Technology student (Rixher Ajazi, taking CIT 212 System Design) provided customized programming service to the Financial Aid Office. This was a win-win situation. Our student was able to apply specialized skills and knowledge developed in his coursework on a project that had tangible and meaningful results for the Financial Aid Office.

Through the Office of Educational Partnerships, the following BMST-related articulation agreements were updated or established this academic year:

- Four-Year Colleges:
  - Cornell University College of Agriculture and Life Sciences - updated Comprehensive Agreement;
  - DeSales University - A.A. And A.S. Comprehensive Agreement;
  - Excelsior College - A.A.S. Business Management to B.S. Business with General Business Concentration, A.S. Business Administration to B.S. Business with General Business Concentration.
- BOCES updates:
  - Advertising Art and Design;
  - Computer Programming;
  - Education and Management;
  - Engineering Academy;
  - Engineering Academy CAD;
  - Law Enforcement; and
  - Microsoft Office User Specialist.



#### ***College Goal #4 – Innovation***

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

New in AY 2012-2013 was the SUNY Orange Achievement in Research and Scholarship (SOARS) Conference held on March 9, 2013; a showcase for student-produced research within coursework. Five of the nine student presenters were from BMST disciplines. Led by Terree Angerame, the Business Club sponsored an “etiquette dinner” for students to practice formal communication skills. This may become an annual event; one that will attract more attention and participants in the future (especially the AVP of the BMST Division). The Math Tutorial Lab had become overcrowded and inefficient for use by students in its old quarters (HA 305). A spatial solution was identified (i.e. moving the facility into HA 309) and the academic department collaborated with the ITS Department to facilitate a quick move (special thanks go to Kenneth Kempsey of ITS for rapid implementation of this move). Now the facility functions much better and serves more students in a better setting. The power of collaboration on a focused problem was surely demonstrated in that change. There was nearly 100% participation of full-time faculty in end-of-semester Saturday Review sessions (which served 466 students in the Fall and 322 students in the Spring).

Always a goal when hiring new faculty is that their experience and networks will be a resource for our students. Indeed that was the case in September 2012 when Dr. Emilio Mendez, an expert in Nanotechnology and the former advisor of Dr. Megumi Kinoshita, presented a lecture and Q&A session for our faculty, students and the public. Another example of leveraging faculty talent to serve our students is demonstrated in the new directions being taken within the Applied Technologies Department. In addition to incorporating more use of UNIX/LINX in coursework, a small pilot, led by Christopher Rigby, incorporated cloud computing into lab assignments. Spurred on by the success of the pilot, Christopher Rigby collaborated with Cartmell Warrington in seeking grant support for scaling up the endeavor via the SUNY IITG program. They are the recipients of a \$20,000 award for the project, which will be executed in AY 2013-2014.

The Biology Department’s BATCAVERN continued to provide access and one-on-one academic support for students seeking assistance in their study of biologic and allied health subjects. Sadly, David Logan, the well-respected and beloved coordinator of the facility passed away unexpectedly during Fall 2012. The Biology Department tutors and adjunct faculty, and especially Dr. Frank Traeger, deserve commendation for keeping the facility operating in the wake of the loss of David.

Learning Assistance Services continues to customize offerings (e.g. group work on high-demand topics) and has placed greater emphasis on tutor mentoring this academic year.

Eight BMST faculty members (33% of all participants) participated in the College’s inaugural Faculty iPad program; a program designed to encourage faculty to use such technology and associated apps in their work. Applications for participants for next academic year are currently being sought.

#### ***College Goal #5 – Professional Development***

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

The dedication of BMST faculty who value teaching, service to students, creative collaboration and continuous improvement is evident in many ways.

In Spring 2013, two BMST faculty members received the State University of New York's Chancellor's Award for Teaching Excellence: John Wolbeck and Dr. Joseph Zurovchak, the highest honor for teaching faculty. Congratulations to them and may they pass on their wisdom and experiences to newer faculty who strive to serve students in excellent fashion.

In addition, the BMST Division faculty have shown great interest in "flipping the classroom", a CTL series presented by Dr. Damon Ely (among others). Don Urmstron presented a faculty workshop and a CTL series on using digital portfolios, another emerging and important trend in higher education. The Business and Biology Departments, in particular, deserve commendation for their consistent and enthusiastic support and participation in CTL programming.

BMST faculty continue to pursue graduate-level education and PhD degrees (two awarded this year: Dr. Christie Leroux and Dr. Thomas Giorgianni). Fifteen faculty members took advantage of a graduate-level course offered through a NYSUT program entitled "Multiple Intelligences: Theory & Practice." Four of the fifteen faculty members were from the BMST Division. While funds for travel and conference attendance was limited this academic year, regional travel was encouraged (e.g. Mathematics, Computer Programming, Tutoring are three areas that took advantage of local/regional conferences). Some departments note in their annual reports that travel was not supported. This is a communication problem. The academic year began with an announcement that travel funds were not available; however, subsequently, an announcement was made to all three divisions that limited funds would be available to support attendance at conferences and requests would be considered on a first-come-first-served basis. No request that was made to the AVP BMST was denied; there was at least modest support for all requests. While travel to conferences has a place and is valued in terms of staying connected with trends, professional networks and best practices, admittedly, resources are scarce for that type of professional development activity. However, resources have been increased to the CTL and faculty and chairs need to shift perceptions of the CTL and think of it in terms of a readily available professional development resource. For example, following the lead of the Biology Department is a good start. The Biology Department devoted a department meeting to a session in the CTL on green screen technology.

All five academic departments in the division support active, vibrant clubs which provide invaluable experiences for students to interact with faculty in a structured but less formal setting and activities. Division-wide, there are thirteen clubs advised by BMST faculty members, ten of them discipline-specific. This is a point of pride and a strength of the BMST Division.

#### ***College Goal #6 - Learning Environment***

To build and maintain safe, accessible and sustainable facilities that support the learning environment.

Summer closure of Harriman Hall is a major disruption to the Business and Mathematics Departments. Both departments have been gracious and cooperative but it must be noted that the annual move is inconvenient. For example, places for faculty to have private meetings with students is practically non-existent in their temporary facilities. Renovation is currently underway on the second greenhouse, adjacent to the Devitt Center.

A tour of the Middletown Campus was orchestrated by the AVP BMST for new (and seasoned) administrators to underscore the diverse conditions and technologies in classrooms and between campuses. The tour was successful in that it raised awareness of the need to upgrade Middletown classrooms and prompted an urgency to develop a hardware and software replacement plan; an

urgent need for the academics as articulated in all planning mechanisms. The good news is that the wireless environment in Harriman Hall, a major academic building, has been substantially improved.

Overall, a large sector of the BMST Division remains engaged in CSE planning activities and will continue to plan and execute the move into the new facility next academic year.

### ***College Goal #7 – Resources***

To identify, secure and allocate resources that advance the strategic priorities of the College.

A theme in the BMST Division is doing more with less. Each department was asked to review their budgets in Fall 2012 and identify areas to reduce to meet the stated goal from the Comptroller. This participatory and inclusive activity, while not easy, sent the right message to department chairs; they were empowered to make strategic and prioritized decisions about budget cuts. Two examples can be pointed to in prioritizing and creatively solving problems in tough fiscal times: the Mathematics Department's clever solution to the Math Tutorial Lab space issues and the Biology Department's utilization of talents of an adjunct instructor (Deborah Dorwitt) to refurbish anatomical models.

The Business Department was the primary beneficiary of disbursement of CTEA (Perkins) funds in AY 2012-2013. Two labs (HA 210 & 217) were upgraded. In addition, throughout the Business Department, software was upgraded to MS Office 2010 (to correspond to industry standards).

Applied Technologies faculty (Chris Rigby and Cartmell Warrington) literally capitalized on an opportunity to seek competitive funds from SUNY to support innovation and moving toward utilizing cloud computing in coursework and labs. Both deserve commendation for matching an industry development in which our students should be trained, faculty interest and willingness to evolve methods, and timely submissions of grant materials.

In Learning Assistance Services, restrictions on maximum hours limit for part-time employees presented challenges and will, in the future, require hiring more professional tutors. This has become an acute issue in staffing the Biology Department's BATCAVERN facilities as well.

### **◆ PLANNING: *Looking Ahead***

The next major aspects of the Center for Science and Engineering project to face a large group of BMST faculty and administrators are placing equipment orders and planning the move into the new facility in Summer 2014. In addition, there will be time and energy devoted to promoting the facility, and STEM fields in general, as well as planning for the AY 14/15 Global Initiative on STEM.

The impact of trends and disruptive changes on the BMST Division, for example, the role of open online resources, flipping the classroom implications, demographic shifts, all need to be brought to the forefront for discussion. Ideally the division should situate itself to embrace and adapt to changes in the higher education landscape. Less sweeping changes and those that are specific to SUNY Orange include the pending shifts in operations due to Title III grant activities (advising changes and use of portal), the impact of SUNY Seamless Transfer and mapping General Education outcomes (communication, critical thinking, information literacy, etc.), and the ongoing shift to incorporate assessment as ordinary activity performed as ordinary tasks in an academic year.

## **APPLIED TECHNOLOGIES AY 2012-2013**

*Submitted by: Cartmell Warrington, Interim Department Chair*

### **◆ LOOKING BACK**

#### ***Goals and Outcomes***

- Revamping Electrical Technology program – during AY 2012/2013, an administrative decision was made to not accept new students into the AAS Electrical Technology – Telecommunications program in Fall 2013 in order to fully assess and revamp this program. The department was informed to not proceed with implementing changes recommended in last year’s program review during AY 2012-2013 and, instead, hold those recommendations as part of a full assessment while the program is on hiatus.
- Changing the programming language in Comp Sci 1 from Java to C++ - Completed. The change worked very well. The transition from C++ in Comp Sci 1 to Java in Comp Sci 2 was successful.
- Virtualization was added to our Operating Systems class as a pilot program and produced a 20-page lab on the topic that went very well. Applied for and received grant implementing the Open Stack Cloud System, as a result.
- Continue entering programming contests – Participated in a Regional college level contest for the first time.
- Expand use of Linux - now using Linux in the following classes: Network Security, Assembler Language, Comp Sci 1, Database Management and System Design.

#### ***Assessments***

No formal self-assessments were undertaken this semester, however, next year there should be assessments for the following programs:

- Computer Science
- Cyber Security

Although Electrical Technology is currently being put on hold, further study should be done with industry to determine what skill sets employers in that area are seeking.

- Grant based “Women in Technology” program should be revisited.
- Apprenticeship programs for renewable energy should be explored.

### **◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

#### ***College Goal #1 – Academic Courses, Programs & Services***

##### Curriculum Work

As stated in the previous year’s above, Virtualization Technology is a desirable skill in the industry environment. Providing our students with experience in installing and configuring this desired skill will place them in a stronger position in the job market.

- Added two projects to the Electronics program. One that would demonstrate a Bio-Medical application and the other which would demonstrate Alternate Energy through a Photovoltaic system.

- Prompted by the Math Department's proposed course renumbering for Introduction to Statistics, the Applied Tech department affirmed that, for the AAS CIT Networking degree program, MAT 1221 – College Algebra and MAT 122 – College Trigonometry are the appropriate courses and that MAT 125 – Introduction to Statistics should not be a math course that fulfills the math requirements of the degree. This change proceeded through the Curriculum Committee process in Spring 2013.
- CSC 101 Computer Science 1 – the programming language in this course was changed to C++. Java will still be taught in CSC 102, Computer Science 2. C++ provides the foundation for students to study/learn other programming languages later in their academic course sequence.
- CIT and EET 230 – Departmental Internships – to clarify the parameters of internships in the department, a meeting was held and the following rules were set forth: A student must be on-site for a minimum, but not limited to, 80 hours. The student must complete his Internship over a minimum period of 10 weeks.
- Maintained open labs for students, not just for our department, but for the entire campus (BT 115, 113, 121, 251, and 357). This provides students who require additional time to complete their work the necessary lab space, as well as access to the software. Some of the other departments that made use of our labs were Nursing, Biology, Criminal Justice, Financial Aid, Engineering, Information Technology and CAPE, as well as Math last summer.
- For the second year in a row, a SUNY Orange student transferred to SUNY Potsdam into the CS-Leap program (full tuition scholarship and stipend)
- Clubs
  - Computer Club – active
  - International Club - Active
  - Martial Arts Club – active
  - Computer/Math Club – active
    - 3 programming contests:
      - Local SUNY Orange contest (sponsored and run by the Mathematics and Computer Science Club) - 6 teams participating
      - Pace University - 2 year schools only. SUNY Orange's team placed second. (April 2013)
      - Siena College - CCSCNE Contest - 4 year colleges 18th out of 33 (only 3, 2-year schools participating) (April 2013)
- Department Chair provided an Advising Guide for Applied Technologies programs to the Advising Center to help ensure that students' courses are properly sequenced when they are advised.
- Students continue to be encouraged to meet with their advisor each semester to be sure they are on track with their program (even if they register online).

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

#### Accessibility of Offerings

- Department has an Angel shell for all courses
- As stated in other areas of this document, the Applied Technologies Department makes every effort to foster an atmosphere of collaboration with other departments. It is hopeful in the future that we will be able to offer courses that are co-taught with other disciplines.
- Critical thinking skills, as well as information literacy, are being infused into all courses. It is still recommended to include Technical Writing in other programs that currently don't require such a course.

### ***College Goal #3 - Partnerships***

- CIT 212 Systems Design – as a class project, a student created a Web Application for Financial Aid to assist in tracking and counseling students. This is currently being implemented and used within the Financial Aid office. The student's capabilities in creating this application are a direct result of the changes made to the CIT Program.

### **Collaboration & Partnerships**

- Worked with Rob Honders, Chris Rigby and Cartmell Warrington on data logging for micro hydroelectric plant (work still in progress)
- Continued working on Solar Bus Stop project with Pam Rice, Architectural Technology
- Working relationships with outside industry
  - Time Warner Cable
  - Orange Regional Medical Center
  - Crystal Run Medical Center
  - Frontier Communications
  - Various small businesses for our internship program
- Loan of labs to other departments:
  - Biology
  - Nursing
  - Diagnostic Imaging
  - Criminal Justice
  - Financial Aid
  - Engineering
  - Information Technology Services
  - Math (Summer 2012)
  - CAPE
  - Hudson Valley Consortium
- Christopher Rigby and Cartmell Warrington participated in the CCSAB at SUNY New Paltz
- Applied Technologies Department made their labs available to Middletown ATF for training with Criminal Justice Department.

### ***College Goal #4 - Innovation***

- CIT 118 Operating Systems - We implemented a small OpenStack "Cloud" Pilot/Test Environment which currently has 3 nodes and is already used in CIT 118 (Operating Systems) to discuss Virtualization.
- C. Rigby and C. Warrington applied for and were granted an IITG Grant (\$20,000) in Cloud Computing in order to introduce Virtualization via an OpenStack "Cloud" System to SUNY Orange Applied Technologies students. This will allow the department to expand this technology into other courses.
- Encouraged student team work e.g. in CIT 112 Computer Hardware & Software, students were teamed up by the instructor. In the past, lab-based assignments were done on an individual basis.
- Faculty generous with time for students e.g. Instructors held study sessions and instructors remain in labs after class to provide extra help to students.
- Because students in Applied Technologies programs are in cohorts who have block schedules, students tend to be free simultaneously. This facilitates group study and advising during such free hours.

### Technology

- Upgraded EnCase from Version 6 to Version 7
- Anticipated during summer 2013, upgrade BT 113 and 115 computers.
- A three-year replacement plan is recommended for computers in our labs, but sometimes this has stretched to 4-5 years.
- All courses have, at minimum, WebO Angel shells

### ***College Goal #5 – Professional Development***

#### Professional Development

- Chris Rigby and Cartmell Warrington continue to work with Arlin Bartlett and Robert Honders on an external project to monitor hydro-electric generators. The project intends to eventually involve students in producing a database and web-based front-end for the data collected.
- Chris Rigby – continued to work for On Demand Books, a technology startup that produces the Espresso Book Machine. Provided programming and database expertise for their search engine and content management systems.
- Arlin Bartlett continues to work with Pam Rice on the sustainable bus stop (Architecture and Electrical Technology)
- Cartmell Warrington is working on his PhD
- Dr. Thomas Giorgianni obtained his PhD
- Chris Rigby attended the CCSCNE (Consortium for Computing Sciences in Colleges NorthEast) Conference, Siena College, Loudonville, NY, April 12-13, 2013
- Arlin Bartlett participated in the Information Management General Education Assessment 2012-2013. His students' research papers will be part of this study.

### ***College Goal # 6 – Learning Environment***

- Office hours for daytime adjuncts at both Middletown and Newburgh. Provided limited office space so that these instructors could meet privately with students. All of our adjuncts are very generous with their time and often spend additional time helping the students who require additional support.

#### Facilities

- Student furniture, particularly chairs, should be reviewed every 10 years for dangerous conditions.
- There is a need for an office designated for adjuncts, with computers, so they can access their email and also for private student/adjunct sessions.
- There is a need for a study area for students, in the department, so that they are able to study together.

### ***College Goal # 7 – Resources***

- Planning took place for CTEA-funded lab replacement. Lab replacements will take place in AY 13/14.
- CIT 118 Operating Systems - We implemented a small OpenStack "Cloud" Pilot/Test Environment which currently has 3 nodes and is already used in CIT 118 (Operating Systems) to discuss Virtualization. This project served as a pilot and an impetus to pursue a SUNY IITG grant.

- C. Rigby and C. Warrington applied for and were granted an IITG Grant (\$20,000) in Cloud Computing in order to introduce Virtualization via an OpenStack "Cloud" System to SUNY Orange Applied Technologies Students. This will allow the department to expand this technology into other courses.

◆ **PLANNING: *Looking Ahead***

***Future Directions***

- Continue to work on course binders to ensure consistency in all sections of a course. This binder should consist of:
  - Syllabus
  - Assignments
  - Projects
  - Tests and copies of student sample tests
  - Lab based courses – labs and their objectives, as well as sample student labs.
- Continue to create objectives in the labs, for all lab-based courses, to enable students to gain the same learning experience, regardless of the instructor.
- Continue to collaborate with other departments, as well as external business units.
- To ensure quality, and consistency, faculty will be rotated through a variety of courses. This will ensure innovative ideas are dispersed throughout the curriculum. This will also ensure all faculty members maintain a current skill set, diversity across our curriculum and will also ensure team building and orient all faculty to a single vision for the department. It will also ensure maximization of flexibility in scheduling and teaching assignments.
- Create programming contests for high school students. This would generate interest in the program and identify potential students. This could be used as a feeder for the program.
- Create a summer technology camp for middle school students. (On the order of a Tech Prep for younger, more impressionable students)
- Curriculum Changes to consider in the future:
  - Electrical Technology still has a viable place in technology and there is a need to revisit and reformulate the program. This could be the program that clusters around those emerging technologies. Examples would be: renewable energy, embedded systems, remote sensing, Bio-Medical equipment applications, and robotics.
  - All programs should share an integrated core curriculum for the first semester. (Example: CSC 101 Computer Science 1 (or other introduction to programming) and CIT 105 Data and Telecommunications, and CIT 101 Computer Literacy to give students a survey of Technology)
  - Look into the feasibility of combining CIT – Networking and Cyber Security.
  - Combine CIT 105 Data Communications and EET 104 Telecommunications 1, into the same class. Change name to Data and Telecommunications. Upgrade to a 4 credit course and include some Digital Electronics.
  - Review all syllabi to ensure the proper integration into subsequent courses and the wider curriculum.
  - Consider meeting with students on an advisory level during the summer to ensure students entering the programs are enrolled in all pre-requisite courses required for the second semester, to enable them to graduate in a timely fashion.
  - Consider alternating courses to allow a student to complete the program during evening sessions.



- Continue to expand the use of virtualization throughout the curriculum.
- Create a group of modules that would cover a variety of emerging technologies. This would ensure students are exposed to the most current technologies. Many of these modules could be used in cross disciplinary ventures.
- Create certificates that could build on degrees and/or core semester courses.

Examples:

- Information Systems (would include the business technology courses from CIT – Networking such as Management Information Systems, Systems Analysis, Systems Design, and Databases). It has been determined that one major complaint of business is a gap in the alignment between its business goals and IT goals. This certificate would help solve this problem with both a hardware and software specialty.
- Software Development - (This could include Web based languages, Android)
- Cyber Security (This would assist those students who are enrolled in the Criminal Justice Program. Likewise, it would serve our students in Cyber to take a Criminal Justice Certificate)

## **BIOLOGY AY 2012-2013**

*Submitted by: Dr. Frank J. Traeger, Department Chair*

### **◆ LOOKING BACK**

#### ***Highlights in Relation to Departmental Goals***

- **GOAL:** To provide high-quality coursework to meet the diverse educational needs of SUNY Orange students.
  - During the current year the Biology Department has offered courses in 15 distinct subject areas. Approximately 115 class sections are offered per semester (Fall and Spring) with an additional 40 sections during Summer terms. Data from Enrollment Freeze Reports show departmental offerings generated a total of 2,770 Credit Hours in Fall 2012 and 2,526 Credit Hours in Spring 2013. Departmental course offerings support the needs of Health Professions students, students pursuing the A.S. degree in Math and Natural Sciences (Biology Concentration) as well as serving as General Education Science Electives for students in all majors. (Additional details can be found in later sections of this report).
- **GOAL:** To develop and enhance curricular offerings to align with contemporary educational needs and career/transfer opportunities.
  - The department reviews and updates its courses on a regular basis utilizing formal student feedback (SFF) surveys and end-of-semester course review meetings. As a result, active learning exercises have been incorporated into a number of courses including sections of A & P and General Biology. Student research projects are now an integral part of General Biology 1 & 2 and students in several departmental courses participated in this year's SOARS conference.
- **GOAL:** To cultivate academic articulations to serve the educational enrichment needs of diverse student constituencies.
  - The Biology Department participated in a number of academic articulations in AY 2012-2013:
    - Community College in the High School
      - Minisink Valley
      - Monroe-Woodbury
      - Pine Bush
      - S. S. Seward
    - Orange-Ulster BOCES New Visions (Medical Track) Program
    - Jointly Registered Teacher Education Program (JRTEP) in collaboration with SUNY New Paltz
    - SUNY Replication Program in collaboration with SUNY Purchase and SUNY New Paltz (This program is designed to expose community college students from minority/disadvantaged backgrounds who are interested in Science and Math to the 4-year college environment and hands-on student research opportunities).
- **GOAL:** To collaborate with internal and external partners to offer interdisciplinary and community-based programming for academic enrichment.

- In collaboration with the Science and Engineering Department the Biology Department developed an interdisciplinary course on Sustainability. (Joe Zurovchak and Stacey Moegenburg were principals in this initiative).
- In collaboration with Cornell Cooperative Extension (Master Gardener Program) the Biology Department (Kirsten Gabrielsen, Frank Traeger) offered the “first annual” Garden Workshop Series in March/April 2013.
- In collaboration with Cultural Affairs the Biology Department hosted several events in Spring 2013.
  - Steven Novella, ‘Science-based Medicine and Critical Thinking’
  - Erik Kiviat, ‘Conservation and Restoration of a Threatened Species’
  - Walter Jahn, ‘Creationism vs. Evolution’
- GOAL: To provide student support services to insure student retention and success.
  - Biology Department student support services (BATCAVERN I, II) have logged nearly 10,000 student visits (Fall and Spring) and will be open throughout Summer Sessions 1 & 2. This facility supports individual and group study sessions, internet access/web-based research, access to course and lab review materials (anatomic models, slides, self-tests, etc.) as well as tutoring. (Although we lost the valuable services of David Logan, our BATCAVERN Technical Assistant, we have managed to keep the facility operational with the help of part-time adjuncts and faculty volunteers. Presently, we are searching for a FT Technical Assistant to assist in the operations of this facility).

**Measures: Data & Assessment**

- Institutional data found on Banner and the ‘P’ drive are useful in determining the sufficiency of course offerings in specific times and locations. Registration is tracked in real-time and when necessary (and possible) additional sections may be added. Such tracking also provides a historical benchmark for future planning/scheduling.
- Consultation with Admissions personnel, Advisors/Counselors and (in the case of Introduction to Biology, and A & P) Health Professions Chairs is also important to scheduling; thereby, insuring sufficiency and accessibility of offerings.
- Student Surveys are administered in representative courses at the end of each term by every department faculty member (full and part-time) and Student Feedback is summarized and evaluated. Constructive commentary discussed within the department can lead to changes in delivery format, student support modalities and content.
- Course-specific end-of-semester conferences/workshops are held in Introduction to Biology, Anatomy and Physiology 1 & 2 and (less formally) General Biology and Nutrition to consider appropriate revisions to content or style.
- Data feedback from 4 year transfer institutions (Student, Class Year, Major, GPA) is also useful in monitoring the preparation of our students for further study.
- SUNY General Education courses offered by the department are evaluated on a 3-year cycle to ensure that our students are meeting the SLO standards. Comparisons from cycle-to-cycle are useful in evaluating the effectiveness of strategic change – particularly in delivery format.
- BATCAVERN utilization statistics are kept day-by-day, month-to-month, semester-to-semester and year-to-year. While this provides generally useful information, we are looking to get more specific utilization of peak-use periods (days and times) for scheduling purposes.

## ◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTRUCTIONAL EFFECTIVENESS

### *College Goal #1 - Academic Courses, Programs and Services*

An academic mission of the Biology Department is to develop and offer a range of quality courses and programs to support students in their pursuit of diverse educational/career goals. Specifically, the department offers courses (Introduction to Biology, Anatomy and Physiology 1 & 2) in support of students pursuing SUNY Orange Health Professions Programs. Additionally, a variety of courses are offered as SUNY General Education Science Electives and prove popular among students engaged in many educational pathways. These include Diversity of Life, Environmental Science, Field Biology, Prehistoric Life, Biology for Today, Nutrition, and Study of Biological Habitats. Finally, the Biology Department offers a sequence of courses (General Biology 1, 2, Genetics, Comparative Vertebrate Anatomy, Botany and Ecology) designed to meet the needs of students pursuing the A.S. degree in Math and Natural Sciences with a 'Biology Concentration'. These are students who will likely follow a transfer path leading to careers in medicine, dentistry, veterinary medicine, teaching, environmental science, etc.

As a "snapshot" of our annual (AY 2012-2013) activity the Biology Department offers 15 distinct courses with approximately 115 sections fielded per semester; forty (40) additional sections are running during Summer 1 & 2 terms.

#### Maintaining Curricular Currency

- Departmental faculty are actively engaged as members of more than a dozen professional societies and participate as attendees or presenters at meetings sponsored by these organizations. Most of these organizations also publish journals providing faculty with the opportunity to keep abreast of the most recent, significant developments in their field. Perspectives gained from such experience infuse courses with new ideas and pedagogic strategies.
- Active learning strategies have been incorporated into a number of courses to engage students in the learning process, and exercises reflective of contemporary issues of concern to society add relevance to course material.
- General Education Courses offered by the department are periodically reviewed on a three (3) year cycle to ensure they meet GEAR standards.
- End-of-Semester meetings are held to review A & P 1 and 2 offerings and to allow input from various constituents (instructors, publisher representatives, Health Professions Programs).
- Departmental faculty regularly review student commentary on the "Course Evaluation Summaries" and incorporate useful suggestions into their course delivery strategy.

#### Current Curricular Initiatives

- Collaboration between Dr. Joseph Zurovchak (Biology) and Stacey Moegenburg resulted in development of an interdisciplinary course offering on "Sustainability". Scheduled in Fall 2012, the initial offering had to be cancelled due to low enrollment but all remain hopeful that scheduling limitations will be resolved in the future and the course will be integral to sustainability initiatives college-wide.
- Information literacy modules/assignments have been incorporated into seminal departmental courses including General Biology 1 and select sections of Nutrition and Biology for Today.
- A nucleus of departmental faculty and students participated in the SOARS (SUNY Orange Achievements in Research and Scholarship) initiative during this inaugural year.

- Dr. Walter Jahn is in the process of developing a 1 credit Special Topics DL course, “The Fish, Reptiles and Amphibians of Orange County, NY” to highlight understanding of local ecology and natural resources.
- With the opening (Fall 2012) of the Devitt Center, the Biology Department (in conjunction with the Sustainability Initiative and Cornell Cooperative Extension’s Master Gardeners Program) sponsored a highly successful, non-credit series of gardening workshops/seminars (Spring 2013).

#### Identifying New and Emerging Career and Transfer Opportunities and Developing Corresponding Curriculum

- The Biology Department integrates student experimentation (experimental design, observation, data collection/analysis) into our core courses (General Biology 1, 2, General Botany, Genetics). Additionally, a laboratory-based, student research experience is a required component of General Biology 2. Such practical, hands-on experience should not only acquaint students with an understanding of the scientific method but should provide them with technologic, computer, and writing/communication skills enhancing both educational and career opportunities.
- The Biology Department has an established articulation agreement with the Environmental Science Institute at Syracuse University. Additionally, the Biology Department Chair (Dr. Frank Traeger) is a member of the Community College Science and Engineering Advisory Board at SUNY New Paltz which seeks to strengthen articulation and transfer opportunities for our students.
- The Biology Department participates in the “Partnership for Excellence” a STEM-type initiative in conjunction with Purchase College and SUNY New Paltz designed to attract and support minority and disadvantaged students in the fields of science, technology, engineering and math.
- The Biology Department participates in the Jointly Registered Teacher Education Program (JRTEP) in collaboration with SUNY New Paltz and the SUNY Orange Education Department.

#### Using the Campus as a Laboratory

- The Biology Department continues to play a pivotal role in utilization of the campus as a learning laboratory. The rare trees, shrubs and other plantings contribute to a rich experience for students in our General Biology and General Botany classes as well as the community-at-large. The campus stream and pond are venues of focused, active research for students in General Biology, Diversity of Life, Environmental Conservation and General Ecology. During the 2012-2013 academic year an inventory of exotic trees on campus was completed as a component of the SUNY Orange Global Initiative. (Monty Vacura, Kirsten Gabrielsen and Biology students).
- Currently, the department is engaged in a multi-year effort to develop “Educational Gardens” on campus for integration with our coursework as well as for the pleasure of the community. At present, the “Native Woodland Garden” is complete and addresses the need to preserve (sustainability) native species. A Xeriscape Educational Garden has recently been completed (Spring 2013) and features arid zone/desert plants.

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

### Development of skills in Critical Thinking, Information and Technology Literacy, and Effective Communication

- Active learning strategies have been incorporated into a number of courses to engage students in the learning process, and exercises reflective of contemporary issues of concern to society add relevance to course material. Examples follow:
  - General Biology 2 and Environmental Conservation student monitor the water quality of our campus stream as part of an ongoing, multi-year project in cooperation with the Orange County Soil and Water Conservation Service.
  - Data from the Human Genome Project Website is utilized by students in various courses in the department as an integral part of their study of genetics and inheritance
- The Biology Department integrates student learning objectives related to critical thinking (experimental design, observation, data collection and analysis) into all of our ‘Gen Ed’ courses. Associated laboratory experiments, homework assignments, and student research projects (selected courses) not only strengthen critical thinking skills per se but enhance students’ technologic, informational literacy, and communications skills as well.
- Students in core departmental courses (General Biology, Ecology, Botany) are given a formal primer re “Informational Literacy” in collaboration with Library staff.
- Written assignments, lab reports, research papers are a standard component of most departmental courses and cultivate the students’ skills on multiple levels; information literacy, observation and critical analysis, and effective communication.
- During the 2012-2013 academic year the department participated in the inaugural SOARS (SUNY Orange Achievements in Research and Scholarship) Conference. Led by department members Dr. Michele Iannuzzi-Sucich and Dr. Damon Ely students in various disciplines (including Biological Science) researched subjects, then wrote and submitted well-structured papers for presentation at the SOARS Conference. This activity gives students closely-mentored experience in information gathering and critical analysis as well as written and oral presentation.

### Awareness of Civic Responsibility and Cultural Diversity

- Contemporary issues related to sustainability, climate change, population growth, nutrition, health/disease, genetics, evolution, genetically modified crops, etc. are topics of discussion in the biology classroom. An ongoing effort is being made to incorporate “sustainability” as an embedded cross-curriculum theme.
- Biology for Today (BIO 120) frequently addresses specific topics related to issues of scientific, social, civic and ethical concern. Examples: population growth, genetically modified foods, genomic medicine, endangered species.

## ***College Goal #3 – Partnerships***

### SUNY Transferability/Articulation

- SUNY New Paltz/SUNY Orange “Jointly Registered Teacher Education Program” (JRTEP); Grades 1-6, 7-12. Frank Traeger serves as advisor to students pursuing a Biology Concentration within this program.
- SUNY New Paltz Community College Science and Engineering Advisory Board. Frank Traeger is a member of this board, promoting improved communication/articulation to enhance transfer opportunities for students in our A.S. Program.

### K-16 Initiatives

- Community College in the High School – The Biology Department partnered with four (4) area high schools (Minisink Valley, Monroe-Woodbury, Pine Bush, and S.S. Seward) to offer our General Biology 1, 2 sequence. In AY 2012-2013 Minisink offered Introduction to Biology to help potential Health Professions students meet the pre-requisite for Anatomy & Physiology. This offering will also allow students to fulfill a portion of the General Education requirement.
- BOCES “New Visions Program”. During the 2012–2013 academic year approximately sixty-five top students from area high schools participated in the Medical Track Program which is supported by the Biology Department.

### Community Outreach/Connections

- Environmental Consortium of Mid-Hudson Colleges and Universities - SUNY Orange and the Biology Department are members of this organization. This organization offers a number of collaborative opportunities for faculty and students throughout the year.
- The Department’s Garden Project involves multiple collaborations both institutionally (Administration, Facilities) and within the community-at-large (Cornell Cooperative Extension – Master Gardener Program). Kirsten Gabrielsen and Shelly Paradies are coordinating this effort. During 2012-2013 this collaboration resulted in the successful launch of a series of Saturday Gardening Seminar/Workshops open to members of the community in the non-credit format.
- Orange County Health Department/“West Nile Surveillance Project” (Michele Iannuzzi-Sucich, Mercedes Ebbert, Marie DeFazio-Schultz, Tom Alford). Students are hired to set traps, collect, identify and pool mosquitoes for analysis. This represents a rich, hands-on field research experience for participating students.
- Partners in Excellence – A STEM Program with SUNY New Paltz and Purchase College promoting Summer Research Opportunities for minority/disadvantaged students. Frank Traeger and Melody Festa coordinate departmental participation in this program.
  - Orange County Land Trust and the Orange County Water Authority have partnered with departmental faculty (Ely, Zurovchak) on various environmental/educational initiatives.
- Beacon Institute for the Study of Rivers and Estuaries – The department is an Educational Partner of this organization.

### Interdisciplinary Collaborations

- Development of a course “Sustainability” in collaboration with Science, Engineering and Architecture (Zurovchak, Moegenburg).
- Collaboration with Criminal Justice (Tim Zeszutek) to develop an “advising instrument/educational track” to guide students interested in pursuing a biotechnology/forensics career path.
- Frank Traeger serves on the SUNY Orange Medical Laboratory Technology Advisory Board.

### ***College Goal #4 – Innovation***

#### Advising

- Participation by departmental faculty/staff in all “Admission Open Houses” and “New Student Orientations” – Frank Traeger, Damon Ely, Melody Festa, Jen Merriam, Michele Iannuzzi-Sucich, Mercedes Ebbert, Sam Dillon.
- Office hours for day adjuncts.
- Bulletin boards, Website to keep students abreast of educational opportunities, etc. (Note: The Biology Department Website was redesigned for the AY 2011-2012).

- Cluster Marketing Brochure/Departmental “Advising Tips” to focus students on career opportunities and appropriate coursework to achieve their educational goals.
- Individual and Group Advising Sessions.

#### Extracurricular Activities

- Biology Club – Under the leadership of Jennifer Merriam and Damon Ely the club sponsored a number of activities during AY 2012-2013:
  - Trip to the “Bodies Exhibit”, NYC
  - Audubon Society Birdwatch/Nature Walk
  - Heart Walk (in tribute to David Logan)
  - Helped move plants from Greenhouse in preparation for renovation
  - Rejuvenated Nature Displays in Bio Tech
  - Sponsored ‘Creationism vs. Evolution’ debate featuring Walter Jahn
  - Participated in Earth Day events

#### Learning Assistance Initiatives/Retention

- BATCAVERN (BT 155) – Our self-directed, student learning lab/tutorial facility served a large number of students (12,776 student visits)during AY 2012-2013. Practice Practicals set up for A & P students are particularly popular and contribute to student success as per student and faculty comments. (This despite the death of our FT Technical Assistant who coordinated on-site activities. Service continued with limited interruption due to the commitment of full-time and adjunct faculty who stepped in to fill the void).
- BATCAVERN 2 at Newburgh offers similar services and two part-time professional tutors were hired AY 2012-2013 to support students taking biology courses (Introduction to Biology, Anatomy & Physiology 1, 2) at this campus.
- Belfry (BT 316, 320) Open Labs are held on Fridays (11:00am – 2:00pm) for A & P 1 and 2 students to review laboratory materials, including dissection specimens and microscopic histology. Over 600 students utilized this opportunity in AY 2011-2012. Due to staffing limitations fewer Open Labs could be offered in the current year, but we are planning to return to full service when a FT Technical Assistant is again in place (Fall 2013).
- Supportive “homework” assignments supplement instruction.
- Arrange special testing, note-taking, etc. for students with learning disabilities/special needs.
- Course outlines/lab objectives are clearly written.
- Pre-exam topical review sheets are provided in many classes.

#### Library Support

- Participation in “Information Literacy” efforts in cooperation with Library staff. Students in many departmental courses (General Biology, Ecology, Botany, etc.) participate in this effort to develop research skills integral to course requirements.
- Review and recommend books for acquisition.

#### Accessibility of Offerings

- Departmental courses are offered day, evening and Saturday both Fall and Spring semesters. The department also sponsors an active Summer roster of courses at both Middletown and Newburgh.
- A large number of departmental course sections are now offered in the Web Enhanced Optional format (WEB-O). These range from General Biology 1 and 2 to Anatomy and Physiology 1 and 2 as well as Introduction to Biology.



- The Biology Department (Dr. Walter Jahn) offers sections of Prehistoric Life and Biology for Today in the DL format.
- Significant supportive instructional material is available to students on Angel for ready access in the broad spectrum of departmental courses.
- A website devoted to the “Flora and Fauna of Orange” (<http://bio.sunyorange.edu>) continues to be expanded.

### ***College Goal #5 – Professional Development***

- As a group Biology Department faculty are members of more than a dozen professional societies, both regional and national/international. Faculty have access to journals published by these organizations and incorporate relevant material in their teaching. Faculty also attend and participate in conferences and/or continuing education activities sponsored by these organizations. (Note: these professional organizations include: American Association for the Advancement of Science, National Science Teachers’ Association, Ecological Society of America, Human Anatomy and Physiology Society and Empire State Association of Two-Year College Biologists).
- All full-time faculty and most adjunct faculty have completed basic Angel training and many departmental courses now utilize the Web-O format.
- All full-time departmental faculty attended a CTL presentation/workshop “Green Screen Technology” on March 25<sup>th</sup> as a major component of our Department Meeting.
- Other CTL presentations attended by departmental faculty included: “Smart Boards”, “Flipping Classroom Activities” and “Applications of iPads for Teaching”.

### ***College Goal #6 – Learning Environment***

#### Instructional Technology

- A large number of departmental course sections are now offered in the Web Enhanced Optional format (WEB-O). These range from General Biology 1 and 2 to Anatomy and Physiology 1 and 2 as well as Introduction to Biology.
- Many departmental course offerings employ PowerPoint as a presentational mode and currently lecture venues in both BT and Hudson are appropriately equipped. Of course, Kaplan Hall on the Newburgh Campus also offers state-of-the-art instructional facilities.
- Several (Ebbert, Merriam, Paradies) departmental faculty participated in this year’s Faculty iPad Program and have experimented in various applications related to their courses..

#### Facilities

- The Biology Department collaborated on the planning and architectural design of the new Science and Engineering Building. Presently construction is commencing and we expect to utilize our new offices, classrooms, labs and tutorial center by 2014.
- The Devitt Center for Botany and Horticulture (dedicated April 19, 2012) was utilized in AY 2012-2013 as an instructional venue for our General Ecology course (Fall 2012). It was also utilized for our Garden Workshop Series in Spring 2013 as well as other departmental (and non-departmental) offerings. Restoration of the second greenhouse to house our botanical collection is underway and should be completed in Fall 2013.
- During AY 2012-2013 substantial progress was made on the development of our ‘Educational Gardens’ with the completion of a ‘Xeroscape Garden’ and the beginning of a ‘Sunken Garden’.

### Equipment

- The Biology Department services its instructional equipment (microscopes) on a planned rotational basis, contracting so that a pre-determined percentage receive routine maintenance each year.
- Faculty and staff computers/printers are budgeted on an as needed basis.\*  
Note: Institutional guidelines should be established for technology upgrades and should include mechanisms for replacement of failed instrumentation.
- Over the past 4 years the department has incrementally upgraded computers available for student use in the BATCAVERN (BT 155).  
(Flooding due to a broken water pipe caused extensive damage to nine (9) computers in BT 155 (Summer 2012) and the department is actively seeking replacements; several refurbished computers have been acquired to date.)
- Copy machines in the departmental office (BT 307) and the BATCAVERN (BT 155) are under service contracts. Lab Tech pays half the cost for maintenance of the shared copier in BT 307.

### ***College Goal #7 – Resources***

In keeping with SUNY Orange’s Mission Statement aspiring “to be the most efficient in shepherding public resources” the Biology Department seeks to develop realistic budgets in keeping with programmatic essential needs and strategic growth. To this end we seek to identify, secure, and allocate resources wisely through a data and research driven process of decision making. In terms of addressing this goal during AY 2012-2013 the Biology Department has:

- Offered a solid line-up of courses Fall, Spring and Summer generating a total of approximately 5,300 credit hours for Fall (2,770) and Spring (2,526) semesters – in addition to those resulting from approximately 40 Summer Session courses.
- Identified, recruited, mentored and retained a cadre (20-25) of competent adjunct faculty to augment our full-time instructional staff.
- Carefully utilized funds in “adjusted” budget lines to adapt to the current institutional financial reality. The following are examples of cost-saving measures:
  - No capital equipment was purchased, anatomic models were cleaned and repaired by one of our artistically talented and handy adjuncts working as a part-time Technical Assistant.
  - Lab exercise formats were altered so that fewer anatomic specimens were required.
  - The number of microscopes having annual tune-ups was reduced and targeted those with greatest need.
  - Faculty, staff, student (Biology Club members) and community volunteers were engaged in specific departmental initiatives/projects (greenhouses, educational gardens, refurbishing nature displays).
- The Garden Workshop Series offered for the first time in Spring 2013 was well subscribed and generated some funds to be used to maintain and enhance our Botanical Collection along with funds from the generous multi-year Devitt Grant. We plan to engage in more of such fund-generating activities going forward.

### ◆ ***PLANNING: Looking Ahead***

This is truly an exciting time for SUNY Orange and the Biology Department with the opening of Kaplan Hall on our Newburgh Campus and construction of the new Science and Engineering Building as well as the Devitt Center for Botany and Horticulture on the Middletown Campus.

Needless to say, much of our departmental activities throughout 2013-2014 will be focused on development of these new venues and related facilities as academic centers.

***GOALS: Devitt Center/Educational Gardens***

- The department will collaborate on the restoration plans for the greenhouse and interim relocation/care of our Botanical Collection.
- Once complete, the Biology Department seeks to develop an index of specimens and related educational materials to maximize academic utilization of the collection.
- A principal goal of the Biology Department is to utilize the Devitt Center Facilities as instructional space for courses in Botany, Ecology, and General Biology.
- In keeping with our successful Spring 2013 Garden Workshop Series the department plans to develop additional community programming utilizing the facility.
- In order to maximize the value of the Devitt Center Botanical Collection and related Educational Gardens we would like to hire a part-time “seasonal, 520 hr.” botanical caretaker (approximately \$5,200) to maintain gardens and collection.

***GOALS: Kaplan Hall***

- The Biology Department seeks to increase the number and diversity of course offerings at Newburgh and to generally build a more visible presence fostering accessibility and student engagement.

***GOALS: Science and Engineering Building***

- Actively engage in developing transition plans relating to moving into the new building.

***GOALS: BATCAVERN (Biological Science Learning Laboratory and Tutorial Center)***

- Search, hire, train and mentor FT Technical Assistant to assist in Coordination and Monitoring BATCAVERN activities.
- Replace full complement of computers and printers destroyed by flood (water pipe break) in Summer 2012.
- Acquire additional instructional materials (anatomic models, microscope specimens) to enhance student learning.

In addition to the facility-related goals addressed above there are a number of important curricular goals as well:

- Review findings/data from AY 2012-2013 SUNY General Education Assessment and consider possible revisions re content and/or strategy.
- Continue to infuse contemporary issues into departmental course offerings.
- Integrate information literacy and student research opportunities into departmental course offerings
- Continue to look for opportunities to expand interdisciplinary and external collaborative ventures with educational partners.
- Recruit, mentor, develop and retain quality faculty. This will be particularly important in light of new restrictions governing the maximum number of hours an adjunct may teach.

## **BUSINESS AY 2012-2013**

*Submitted by: Suzanne Krissler, Department Chair and Lucinda Fleming, Assistant Chair*

Faculty: L. Angerame, E. Brooks, B. Fiorello, L. Fleming (Assistant Chair), D. Goldberg, S. Krissler (Chair), S. Markovits, T. Stack, D. Urmston, J. Vondras, E. White, S. Winter  
Staff: A. Ruscher, N. George

### **◆ LOOKING BACK**

#### ***Academic Year 2012-2013***

The Business Department achieved success in all areas of the 2012-13 academic plans. Most critically, we achieved completeness in outcomes assessment and student satisfaction reports for the Quality Assurance Accreditation report due in September 2013. The Advisory Board meeting in April provided good curriculum support, as did the Job Fair survey to our employers, for the skills relevant to the workplace. Franklin University visited both the fall and spring semesters in support of our transfer alliance – many students attended these advising sessions. All faculty gave extra advising hours toward the retention of students into the following semesters, and advising letters to Accounting/Marketing/Office Tech majors achieved more traffic into advisors offices for assistance. The two computer labs, HA 210 and HA 217, were almost completely replaced to upgrade technology. Microsoft Office was installed in all four computer labs. Hundreds of students were signed in for help in the open lab HA 215 – this report was forwarded to the Office of Institutional Research for FTE count. Two new hybrid classes were created as well as one new online course. Partnerships were enhanced by outreach activities with the two Academies of Finance, BEAM, CCHS, and the CTL. Many faculty enhanced their learning and best practices through attendance of the CTL programs. Professional memberships and subscriptions were incorporated in classwork to achieve industry-standard skills and abilities. The Edward J. Meyer Memorial Scholarship was awarded to a continuing business student for the very first time. Both new faculty members were retained toward the next academic year and continue to bring excellence to our department, our Business Club, and our classes. The tax assistance program was deemed a success again this year as it aided approximately 30 persons and provided valuable real world experience to our students. Lastly, a plan was developed to upgrade HA 207 as the latest smart room from our OC Trust grant. We hope to purchase and install in AY 2013-14.

#### ***Assessment activities and results***

- Student Learning Outcome collection and assessment for every course in every business program with an opportunity to improvement during the next offering each year since 2007. (See HA 205)
- Results from this collection included software changes, textbook updates/changes, different teaching strategies, different testing strategies, technology added to instruction, smart station purchase for each classroom, re-teach/re-test, change assessment tool as needed, continue annual review/assessment.
- Changes made due to student feedback (annually): initiate chapter summaries, add homework manager software to accounting coursework, web-enhance coursework so students can stay on track, adjust to testing procedures, variance of teaching methods, incorporate current events in instruction, reinforce concepts with real life applications, more group work for input and discussions, limit hybrid offerings to more advanced classes

(not intro), suggest other sources for textbooks such as rentals/e-books to decrease cost, provide opportunities for review, periodically gauge students in terms of workload and adjust as needed if possible, post PowerPoint slides on Angel.

- Future directions/plans: all courses will become web-enhanced, all students will utilize Internet-capable classrooms, offer AS Business Administration at the Newburgh Campus, ensure industry standard instruction at both campuses.

## ◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS

### *College Goal #1 - Academic Courses, Programs & Services*

- Student Learning Outcome collection for every course in every business program with an opportunity to improvement during the next offering. ACBSP accreditation. (100% faculty involved)
- Student/Graduate Satisfaction surveys to gain insight from student perspectives about programs.
- Middle States Steering Committee (Angerame)
- Middle States Working Groups: Standard 1 and 6 (Brooks); Standard 7 (Stack); Standards 10, 11, 13 (Angerame, Fleming, Vondras). 42 % FT faculty involved
- Textbook updates in Accounting, Tax, Salesmanship, and Marketing to keep current with changes.
- Tax training and study sessions for students interested in volunteering time to do taxes for the general public. Forty people were serviced this year by our student tax volunteers and Daryl Goldberg.
- Feedback from Student/Graduate Evaluations for Middle States. Curricular discussions and changes
- Feedback from Advisory Boards at the April 22, 2013 meeting.
- Don Urmston presented ePortfolios workshops in the CTL for incorporation in coursework.
- Microsoft Office 2010 incorporated in all coursework replacing Office 2007.
- Josephine Vondras incorporated the use of her iPad in her accounting courses.
- Support of Franklin University Articulations for all business degrees—3<sup>rd</sup> year coursework.
- Open lab, HA 215, supervised by three work study students and open until 3 p.m. five days. Document Scanner is also available. (Fleming, Krissler, George, Ruscher)
- Expanded office hours by adjuncts and full-time faculty at Middletown and Newburgh
- Member of the Developmental Review Board (Angerame)
- Additional advising hours in Summer 2012 and January 2013 (Angerame, Krissler)
- Middletown Business Club Advisors (Goldberg, Urmston). Goldberg and Urmston accompanied students to Boston club trip on May 15 and sponsored an employer panel discussion. Newburgh Business Club advisers (Angerame, Vondras) sponsored a movie, a 5-part business speaker series on “How to Start Your Own Business” and a dinner etiquette presentation (at Hilton Garden Inn).
- Accounting Field Trip on October 2 (Vondras)
- Accepted New Students Day, April 2013 (Fleming)
- Newburgh Open House, November 2012 (Vondras), May 2013 (Krissler)
- Middletown Open House, October and April (Angerame, White, Urmston)
- Advising for Business Management majors in Newburgh (Angerame, Krissler, Vondras)
- Advising letters to all majors, fall and spring semesters, re curriculum content and offerings (Fleming, Krissler, Ruscher, George)
- Academic Review and Appeals Board January and May 2013 (Angerame, Krissler)
- 20 departmental awards for the 54th Annual Award Convocation and Scholarship Awards Convocation (100% faculty involved)

- Copies of textbooks on file in the Library, both Middletown and Newburgh campuses (Ruscher)
- Presentations to students involving Cultural Affairs (Goldberg, Stack, White, Winter) **33%**
- 2013 Commencement Speaker and Graduation Marshall (Winter)
- Sponsored a business grad for the BEAM scholarship (Krissler)
- Awarding of the Edward J. Meyer Memorial Scholarship for business majors
- Student Life Day involvement (**100%** faculty involved)
- SUNY Completion Day presenters (Angerame, Krissler)
- Institutional Effectiveness Plan Review (Angerame, Fleming, Krissler)

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

- One new online course offering – BUS 101 Business Math (Smith)
- Two new hybrid course offerings – MKT 201 Principles of Advertising (Fiorello), BUS 161 Computer Apps for Business (Lanausse)
- Continued hybrid offerings: ACC 101, ACC 154, ACC 111, ACC 205, ACC 220, BUS 203, BUS 220, MGT 203, OFT 106 (Fleming, Krissler, Seiss, Stack, Vondras, White); 11 courses
- Continued online distance learning courses (Angerame, Brooks, Fleming, Haring-Robinson, Krissler, Larsen, Vondras, White, Winter) **67%** faculty involved; 12 courses
- CEP Program with Middletown Academy of Finance (Fleming, Krissler)
- Continued new internship opportunities (Wege-Beers, Colonna, Fleming, Krissler, Vondras)
- Continued updates on Department Website and Catalog (Vondras, White, Krissler)
- Information Literacy infused in almost all business coursework via Angel or Smartstation or Smartboard usage, both campuses
- Critical Thinking infused in various coursework
- Barbara Fiorello incorporated the Information Management Assessment for the department in her Advertising class during Spring 2013.
- Daryl Goldberg and her students sponsored Volunteer Tax Assistance preparation for our students.
- Adopt-A-Family involvement of business faculty with Business Club Students (**100%**)
- Learning Community collaboration and Developmental Education (Angerame)

### ***College Goal #3 – Partnerships***

- SUNY Orange Marketing Committee (Fiorello)
- Franklin University Alliance, two campus visits (Fleming, George, Krissler, Ruscher)
- Conducted the SUNY survey (Fiorello, Heffernan, Lanausse, Mullin, Urmston, Winter)
- CCHS – ACC 153 Financial Accounting at Pine Bush H.S., ACC 101 Accounting Principles 1 at Monroe-Woodbury H.S., ACC 101 Accounting Principles 1 at Warwick H.S., ACC 101 & 102 Accounting Principles 1 and 2 at Valley Central H.S., OFT 107 Elementary Computer Keyboarding at Valley Central H.S., BUS 103 Introduction to Business at Warwick H.S, MKT 101 Marketing at Warwick H.S., ACC 101 Accounting Principles 1 at Washingtonville H.S., BUS 161 and BUS 103 at Cornwall H. S. (Fleming, Krissler)
- Addition of Goshen H.S. sponsorship of accounting courses within CCHS proposed for Fall '14.
- Attendance at the CCHS dinner meeting, April (Fleming, Krissler)
- Advisory Board Academies of Finance with Middletown H.S. and Pine Bush H.S. (Fleming, Krissler)
- High School business teachers collaboration (BEAM) (Fleming, Krissler)
- BOCES – Craft Consultant Committee (Krissler)
- New Paltz School of Business Advisory Board (Fleming, Krissler, Vondras)

- Advisory Board Meeting April 22 (all faculty) Accounting, Management/Marketing, Office Tech
- Advisory Board annual contact—new members and April meeting (Fleming, Krissler)
- Consultant for Dime Bank (Stack)
- CEP Program with Middletown Academy of Finance (Fleming, Krissler)
- Earth Day Activities (Angerame)
- Heart Walk Team Captain (Angerame) **33%** faculty involved
- New START workshop involvement (Angerame)
- Evaluator for SUNY Empire State College (Krissler)
- Evaluator for the Accrediting Council for Independent Colleges and Schools (Krissler)
- Two new articulation agreements: Excelsior College and Mount Saint Mary College (Krissler)

#### ***College Goal #4 - Innovation***

- Microsoft Office 2010 lab and faculty offices
- Two Faculty desktops
- Upgrade for seven Smart Stations in classrooms
- Open computer lab for student use
- Installation of “Paper Cut” in HA 215 open lab
- Angel shells in most coursework (**92%**)
- Customer Service Video via Green Screen (Winter)
- CTEA Update on 2011 grant for new tax software (Krissler)
- Learning Community involvement; I Connect Facilitator (Angerame)
- Developmental Ed Standing Committee membership (Angerame)

#### ***College Goal #5 - Professional Development***

- Completion of 3 graduate credits (Angerame, Fiorello)
- Completion of graduate credits toward professor rank from Capella University (Fleming)
- Attendance and membership at BEAM (Business Educators Association of Mid-Hudson) conferences in November, March, and June (Krissler, Fleming)
- Attendance at the Interop Computer Show on Oct 5 in NYC (Fleming, Krissler)
- Attendance at IFRS NYSSCPA Conference on Oct 24 (Vondras)
- Attendance at NYSUT conference in Saratoga, March 1-2 (Fiorello)
- Webinar attendance: Department Chair Webinar in June, Krissler
- Attendance at various CTL sessions: **50%**
  - “Create your own Webinars...”, 2/6 (Angerame)
  - “Increasing Student Engagement...”, 2/8 (Angerame)
  - “E-Portfolios”, Feb. 27, 28, March 6 (Urmston)
  - “Flipping...” series (Angerame and Winter)
  - “E-Portfolios”, 2/27 (Krissler)
  - “Designing/Teaching a Capstone..”, 2/28 (Fleming)
  - “Increase Student Success...”, 3/5 (Angerame)
  - “Green Screens”, 3/12 (Krissler)
  - “QPR Training”, 4/2 (Fleming)
- Facilitator at CTL “E-portfolios” on three dates and at the Jan workshop (Urmston)
- Membership at BOCES Craft Consultant conferences (Krissler)
- Attendance and membership for Academy of Finance meetings at Pine Bush H.S. (Krissler)
- Sarbanes-Oxley compliance activities and analysis for DIME Bank (Stack)

- GAAP and SEC compliance design for DIME Bank (Stack)
- Incorporation of professional subscriptions into classroom: Wall Street Journal, Business Week (Vondras) Administrative Professional Today (Krissler), Wall Street Journal, Chronicle, NY Times (Winter, White), Fortune Magazine (White), Fast Company (Fleming), Advertising Age (Winter) 42%
- Professional memberships in NYSSCPA (Vondras), AICPA, Business and Professional Women's Club of Middletown (Goldberg), EBEA, NBEA, BEAM, ABC (Krissler), PICPA, AAI American Association of Individual Investors (Stack), NBEA, EBEA, BEAM, AAUW (Fleming), NBEA, AAUW (White, Fiorello), NBEA, APICS, AAUW (Angerame), Academy of Management and American Society for Quality (Winter), BEAM (Brooks)
- College Governance committees (Angerame, Brooks, Fiorello, Fleming, Goldberg, Krissler, Stack, Urmston, Vondras, White, Winter) 92% faculty involved
- Accreditation evaluator for Manhattan Institute of Management Oct 22-23 (Krissler)

### ***College Goal #6 – Learning Environment***

- Computer classroom chair request for repairs as needed
- Wireless internet accessibility for Harriman Hall
- Comfortable classroom arrangement
- HA 207 chair repair

### **◆ PLANNING: Looking Ahead**

### ***Goals and Plans through AY 13-14***

Goals (to aid in the fulfillment of the College Mission):

- To provide high quality, industry-standard skill set training within our AAS and Certificate coursework so that our graduates are prepared for employment.
- To provide high quality academic coursework in our AS transfer programs so that our graduates can successfully transfer to a Bachelor's degree program.
- To promote student interest in our programs through community collaborations such as Business Club, Tax Preparation Assistance, CCHS, Academies of Finance, CEP, BOCES Advisory Board, SUNY New Paltz School of Business Advisory Board, and BEAM (Business Education Association of Mid-Hudson).
- To continue to collaborate and maintain transfer articulations for our graduates with the Office of Educational Partnerships.

Plans:

### **College Goal #1 - Curriculum Development**

- Continue to assess programs on the two-year cycle with ACBSP Quality Assurance Report and make adjustments for stakeholder satisfaction (annual collection of graduate, employer, and faculty/staff input).
- Prepare the January 2015 Self-Study for the site visit in Fall 2015.
- Continue to annually assess SLO's for programs and courses.
- Add the AS Business Administration program to the Newburgh Campus.
- Add a new business instructor position to accommodate this degree when possible.
- Incorporate Advisory Board feedback and graduate feedback into curricula on a regular basis.
- Maintain currency in both AS degrees for transferability.
- Maintain currency in all AAS and Certificate programs for graduate employability.



### **College Goal #1 – Students**

- Support Franklin University Articulations for all business degrees—AS and AAS.
- Open lab, HA 215, supervised by three work study students and open until 3:30 five days/week.
- Maintain availability of faculty advisors at Middletown and Newburgh.
- Use the program and top 5 sheets for admissions events.
- Support the two Business Clubs, Tax Assistance Program, and the Edward J. Meyer Memorial Scholarship.
- Send advising letters to Accounting, Marketing, and Office Tech majors, fall and spring semesters, regarding curriculum content and offerings.

### **College Goal #2 - Accessibility of Offerings & Curriculum Development**

- Continue and add hybrid offerings.
- Continue to add new online offerings.
- Continue CEP Program with Middletown Academy of Finance.
- Continue the CCHS program offerings.
- Continue the articulations with BOCES and Academies of Finance.
- Make adjustments to programs as needed for the SUNY mandate.

### **College Goal #3 - Collaboration and Partnerships**

- Continue to support the CCHS program offerings.
- Continue to support the Global Initiatives.
- Continue to support the Franklin University Alliance.
- Continue to support the Academies of Finance with Middletown H.S. and Pine Bush H.S.
- Continue collaboration with SUNY New Paltz, BOCES, BEAM and our Advisory Boards.

### **College Goal #4 - Technology & Under-Prepared Students**

- Provide recommendations for systematic computer equipment replacements for faculty.
- Provide recommendations to AVP and IT for systematic updates on software and computer classroom equipment to meet industry standards (3-4 year cycle).
- Expand online and hybrid course offerings.
- Update a second Harriman Hall 2<sup>nd</sup> floor classroom with Smart Board technology through the Orange County Trust grant.
- Support Learning Community involvement (Intro to Business as the 4<sup>th</sup> course).

### **College Goal #5 - Professional Development**

- Incorporate professional subscriptions into the classroom.
- Continue professional memberships/journal subscriptions.
- Continue to mentor new faculty, both full and part-time.
- Support CTL opportunities for professional growth.

### **College Goal #6 – Facilities**

- Maintain all classroom furniture for safety and comfort.
- Prepare new faculty office space when the new Science & Technology building is complete.

# MATHEMATICS

## AY 2012-2013

*Submitted by: Anne Prial, Department Chair*

### ◆ **LOOKING BACK**

AY 2012-2013 was a year of transition for the Mathematics Department as we welcomed a new full-time faculty member, Christine Leroux, and adjusted to having a new Chair (Anne Prial). This transition seemed to be smooth as we were able to achieve most of the goals set out at the beginning of the academic year. Some highlights included:

- "Closing the Loop" on the 2011-2012 General Education Assessment
- Assessing all departmental course SLOs
- Providing two successful end-of-semester Saturday Review Days
- Developing a New Math Faculty Welcome Letter
- Expanding the overcrowded Mathematics Tutorial Lab
- Purchasing much-needed graph screens for improved teaching and learning
- Staying within our fiscal bounds

### ***Academic Year Goals 2012-2013***

Below are the Mathematics Department goals put forth in the beginning of the AY, along with progress made in achieving them (in bold):

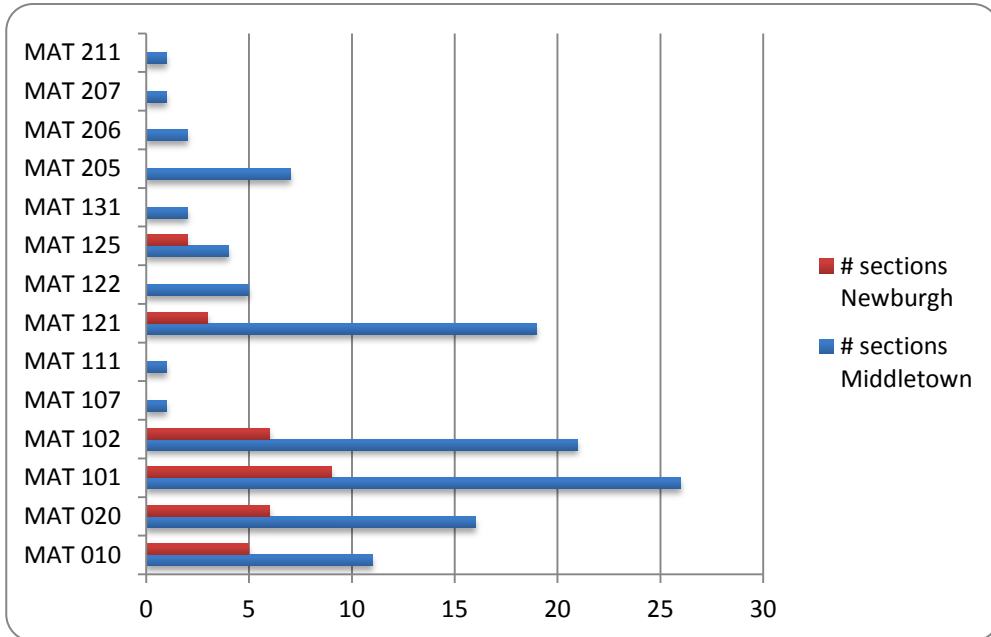
- To maintain high quality Mathematics faculty and courses
  - Review all course SLOs **completed**
  - Hired a new f/t faculty member, Ms. Kaitlin Reissig and several adjuncts
- To "Close the Loop" on the General Education Assessment of AY 2011-2012 **completed**
- To maintain and evaluate for potential expansion web-enabled offerings in Mathematics for students working to sync web-required Math offerings with college-wide web requirements for students
- To maintain safe, accessible, and sustainable Mathematics Department facilities that support the learning environment
  - Teacher- and student-friendly classrooms (graph screens **completed** / clocks **completed**)
  - Math Lab (address overcrowding issue) **completed**
- To develop, implement and maintain tools to facilitate department efficiency
  - Templates for classroom observations: this project has become a college-wide one, and A. Prial has agreed to propose a template by summer's end.
  - Scheduling: A sophisticated Excel tool was created and continues to be utilized and improved each semester.  
Additionally, an Excel tool was created to quickly and easily calculate the average number of weekly hours worked by part-time employees to ensure that our Department adjuncts do not exceed 29 hours per week (as required by new College policy).
- To ensure continuity of the Team atmosphere: Pi Day, continue to engage faculty in one-on-one discussions about individual goals and concerns, celebrations for academic achievements/promotions, encourage participation in college-wide events

- To support division goals: Communication with AVP Moegenburg is ongoing and every effort is made to support division goals.

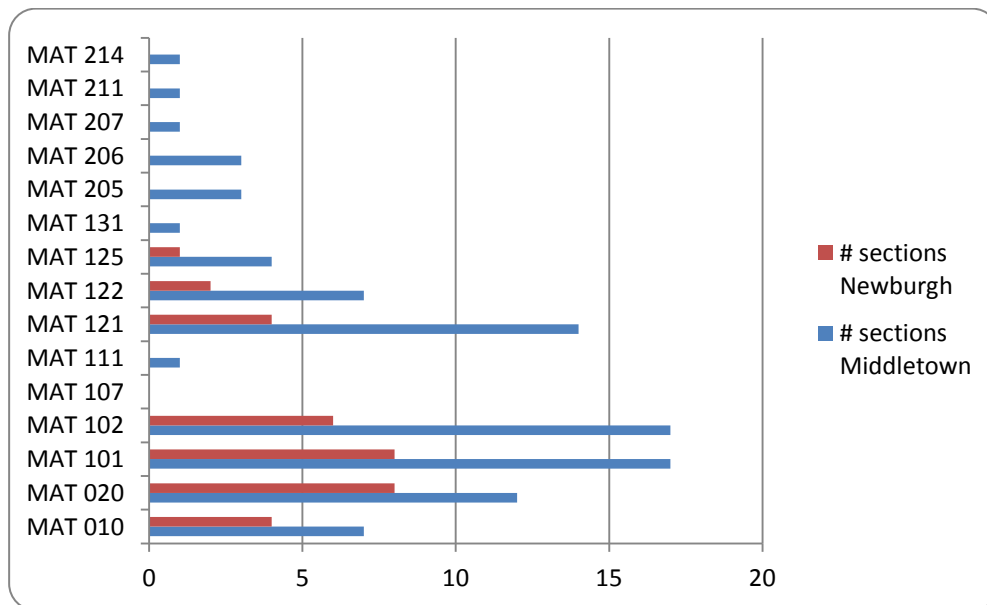
**Measures: Data**

**1. Courses offered by campus**

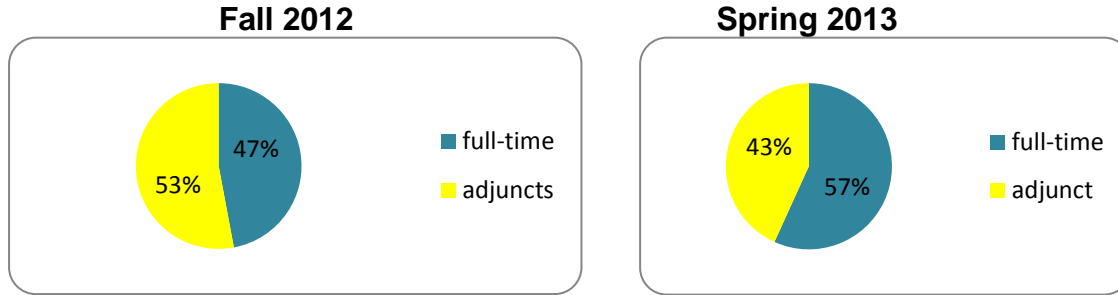
**Fall 2012**



**Spring 2013**



## 2. Courses taught by type of instructor (f/t vs adjunct)



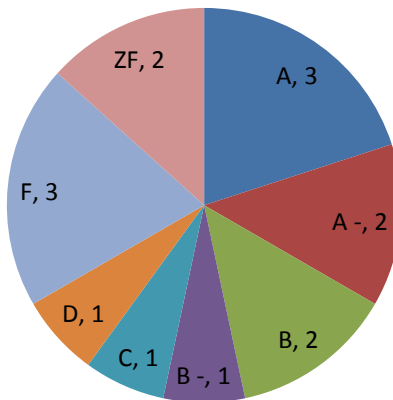
## 3. Post-Semester Intervention

One session of the Post-Semester Intervention Course was offered in Summer 1, 2012. Out of 3 students registered, 1 was successful and 2 were unsuccessful. Due to the low enrollment and low number of students able to successfully complete the Post-Semester Intervention Courses offered during Summer 1, 2011 and Summer 1, 2012, the Department, together with the Developmental Oversight Team, decided not to offer the Post-Semester Intervention Course again in Summer 1, 2013.

**Accomplished by Michelle Tubbs and John Rion**

## 4. Pre-Semester Intervention

Out of the 15 students who were successful in the Pre-Semester Intervention Course, all 15 took MAT 101 in the Fall 2012. The final grades were as follows:



Out of the 10 who were successful in MAT 101, 7 were enrolled in MAT 102 for the Spring 2013 semester.

Out of the 5 students who were unsuccessful in the Pre-Semester Intervention Course, 4 took MAT 020 in the Fall 2012 and 3 of them received a grade of DVP and registered for MAT 101 for Spring 2013 semester. The Department, together with the Developmental Oversight Team, considered these results extremely positive. Two Pre-Semester intervention courses will be offered in Middletown and one in Newburgh in Summer 2013.

## 5. Saturday Review Days

Each semester, on the Saturday prior to final exams, faculty and staff volunteer to conduct 3-hour review sessions on both the Middletown and Newburgh campuses. What follows are summary statistics.

**Accomplished by John Rion and the Mathematics Department**

### Student Attendance at Review Sessions (broken down by campus)

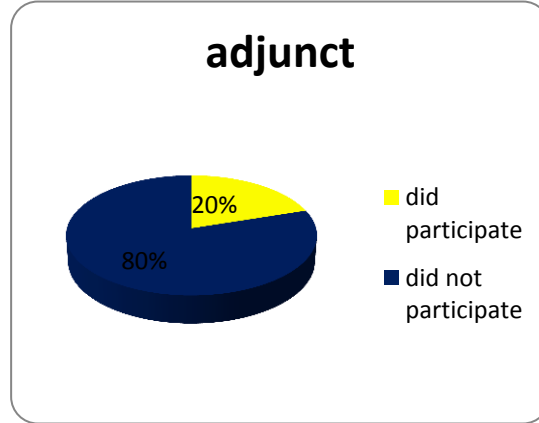
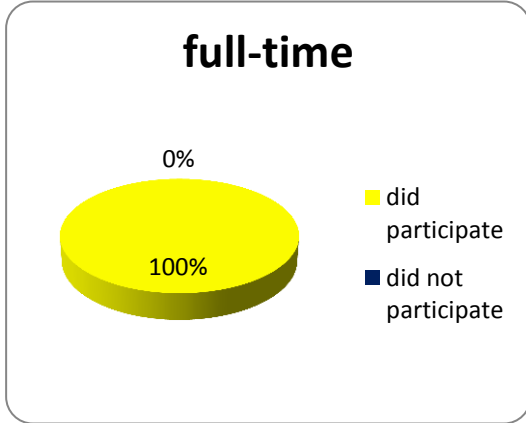
Academic Year		Fall Semester Middletown	Spring Semester Middletown	Fall Semester Newburgh	Spring Semester Newburgh
2012 - 2013	MAT010	10	9	3	4
	MAT020	21	19	6	10
	MAT101	69	40	24	13
	MAT102	78	50	14	16
	MAT121	102	56	24	14
	MAT122	31	39		
	MAT131	6			
	MAT125	24	3		
	MAT205	28	29		
	MAT206	7	15		
	MAT207	17	5		
	MAT211				
	Tech Math	2			
	<b>TOTAL:</b>	<b>395</b>	<b>265</b>	<b>71</b>	<b>57</b>
2011-2012	MAT010	5	3	1	1
	MAT020	21	13	12	20
	MAT101	73	57	12	15
	MAT102	76	40	7	14
	MAT121	74	37	12	27
	MAT122	23	24		
	MAT131	8			
	MAT125	14	3		
	MAT205	22	14		
	MAT206	13	16		
	MAT207	21	4		
	MAT211		5		
	<b>TOTAL:</b>	<b>350</b>	<b>216</b>	<b>44</b>	<b>77</b>

**Total Attendance at Saturday Review Sessions**

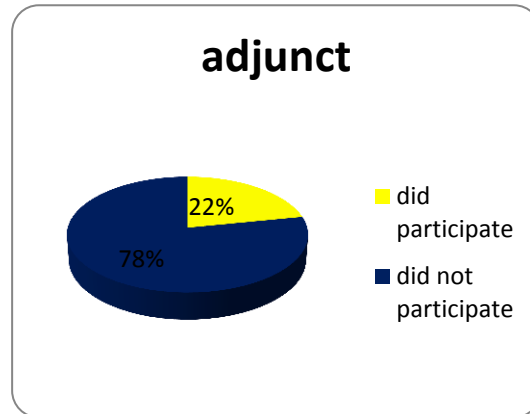
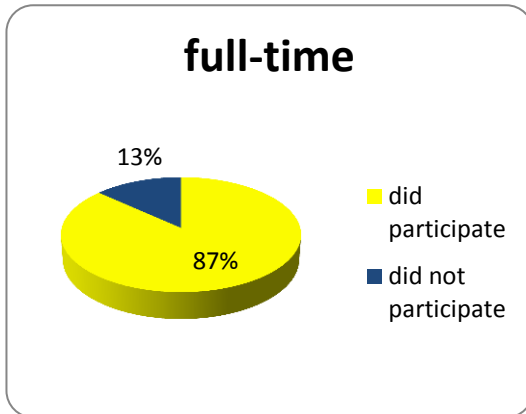
	Attended Fall 2012 Review Day	Attended Spring 2013 Review Day	Total:
Developmental Arithmetic	13	13	26
Developmental Algebra	27	29	56
Elementary Algebra	93	53	146
Intermediate Algebra	92	66	158
Technical Math I	2	Not Offered	2
College Algebra	126	70	196
College Trig	31	39	70
Intro to Statistics	24	3	27
Pre-Calculus	6	Not Offered	6
Calculus I	28	29	57
Calculus II	7	15	22
Calculus III	17	5	22
Total:	466	322	788

**Faculty Participation in Saturday Review Days**

**Fall 2012**

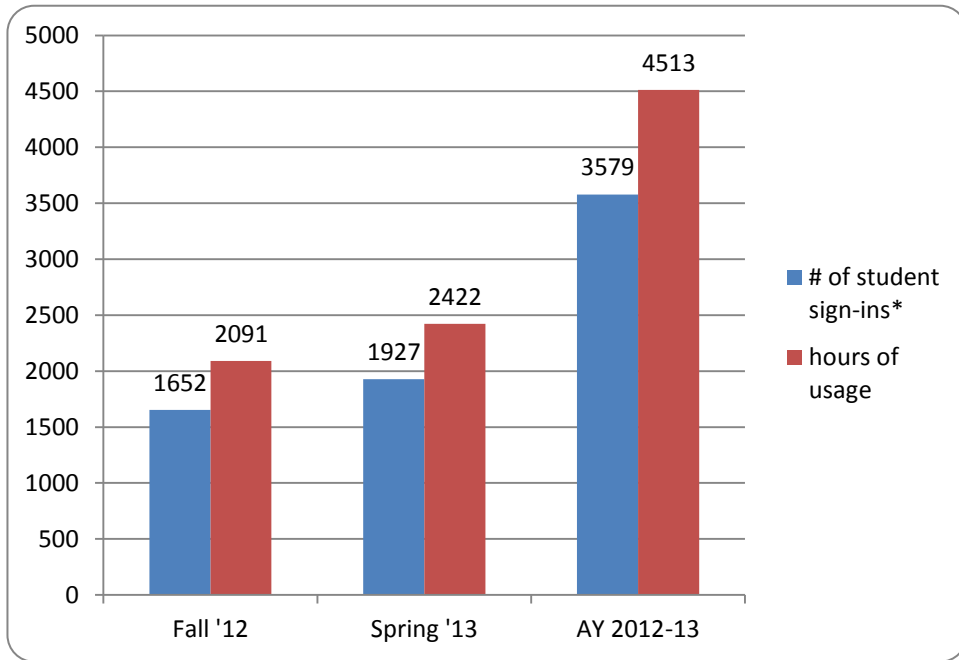


**Spring 2013**

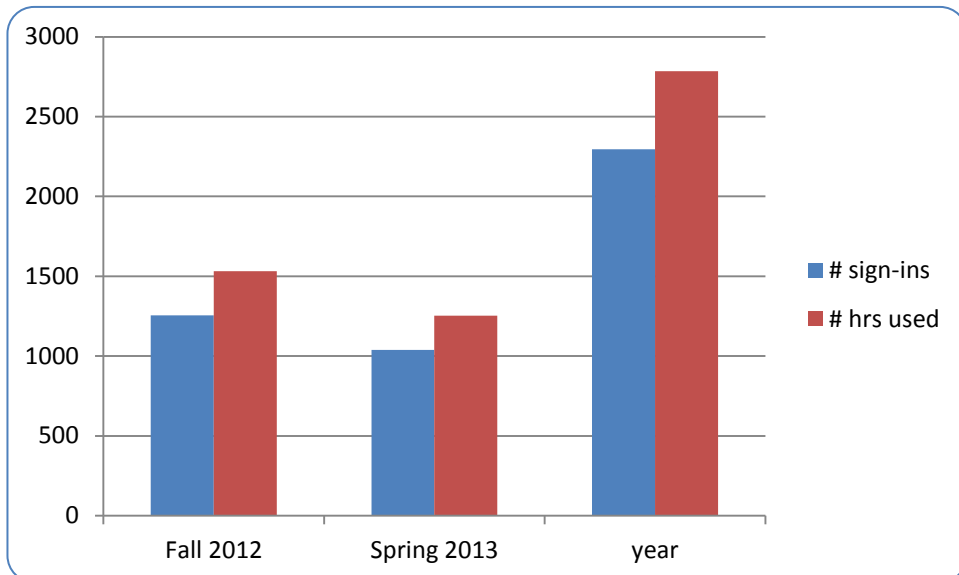


## 6. Mathematics Tutorial Labs

### Summary of Math Tutorial Lab Usage in Middletown

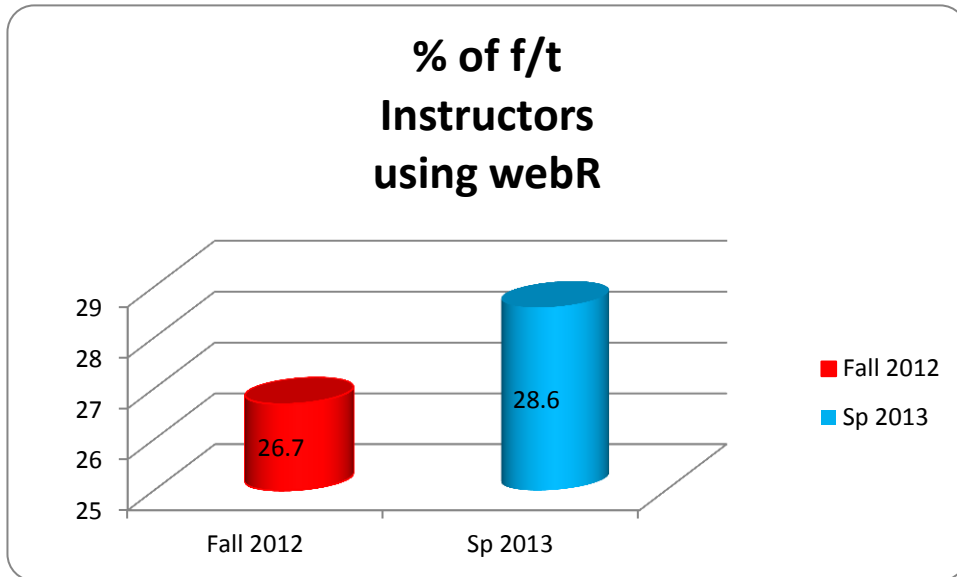


### Summary of Math Tutorial Lab Usage in Newburgh



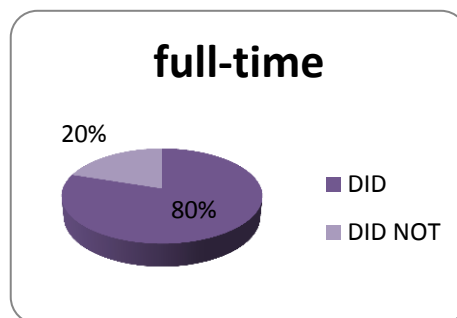
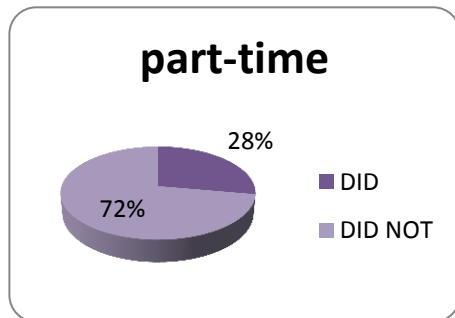


## 7. Web-Required Courses



## 8. Professional Development

### Faculty Participation in Professional Development



### ***Measures: Assessment***

- The General Education Assessment cycle was completed by "Closing the Loop" in September 2012. (See College Goal #1, 2 below, and **Addendum #3.**)  
**Accomplished by the Mathematics Department**
- In the Fall 2012, 3 CCHS teachers from Warwick Valley HS were observed: Colleen Russell, Christine Wittenberg, and Lynn Price.  
**Accomplished by Anne Prial**

- At the conclusion of the Fall 2012 and Spring 2013 semesters, every faculty member had 1 or 2 classes complete course evaluations. Faculty then reflected on the evaluations and provided a summary of their reflections. For Spring 2012 and Fall 2012, 10 out of 13, and 14 out of 15 full-time instructors, respectively, provided the Chair with their summaries. Data is not available for Spring 2013 as of the writing of this Report. All faculty members were encouraged to implement changes as they see appropriate. There were a variety of actions that instructors decided to take. They included:
  - presenting more examples
  - not including group work
  - allowing an index card with formulas
  - being more explicit in listing steps in a procedure
  - slow pace
  - giving more in-class examples for students to try on their own

**Accomplished by the Mathematics Department**

- The Department decided to spend the AY assessing the SLOs for every Mathematics course offered. Each course was assigned 2 faculty members who reviewed, discussed, and, if needed, proposed changes to the SLOs. The current lists of required topics for each course were used in this evaluation. The Chair compiled all suggestions and created a summary of proposed changes. The entire Department then read over this document and discussions were held at department meetings. The final document was approved at the 4/22/13 department meeting.

**Accomplished by the Mathematics Department**

**◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

***College Goal #1 - Academic courses, Programs & Services***

Curriculum Development

- Introduction to Statistics was successfully changed from MAT 125 to MAT 120. (See **Addendum #4**)

**Accomplished by the Mathematics Department & Curriculum Committee**

- During AY 2011–2012, the Department of Mathematics had conducted the 4th round of general-education testing. The courses tested were: Intermediate Algebra, Foundations of Elementary School Mathematics, College Algebra, College Trigonometry, Introduction to Statistics, Precalculus and Calculus 1. During the Spring 2012 semester, all questions were graded using the original rubric provided by SUNY Central. Results were subsequently discussed at a department meeting. The results and actions to be taken as part of this assessment were attached to the AY 2011-12 Annual Report. In September 2012, the faculty were reminded about the results and actions to be taken to "Close the Loop" on that Gen Ed Assessment. (To see "Actions to be taken", see **Addendum #5**.)

**Accomplished by the Mathematics Department**

- The following votes were taken at departmental meetings:
  - 11/26/12: A new departmental Attendance Policy was adopted.
  - 2/18/13: A new departmental Academic Dishonesty Policy to be included in the new syllabus template was adopted.
  - 3/25/13: A new departmental policy that 73% is the minimum grade for a DVP in Developmental Math classes was adopted.

## Students

- A new student club, The Mathematics Club, was formed.

### **Accomplished by Barbara Pinkall, Eric Wortman, and Math students**

- On November 8, 2012 and March 12, 2013, the Department administered the NYSMATYC (New York State Mathematics Assoc. of Two-Year Colleges) Math League competition. Eric Wortman was the SUNY Orange campus coordinator for the competitions. The contest is a friendly math competition among New York State two-year colleges. The exam can be given to as many students as wish to take it. Eric Wortman ran three review sessions in the Fall: October 30, November 1 and November 6, and two review sessions in the Spring: February 28 and March 5. Old exams were reviewed. Eighteen students took the exam in the Fall and nineteen students in the Spring. The students were given one hour to complete the twenty question exam which ranged in topics from Algebra to Trigonometry. Mr. Wortman then graded the exams and entered SUNY Orange's top five as our SUNY Orange "Team Score" as directed by the NYSMATYC Math League Competition coordinator. In the Fall of 2012, the SUNY Orange Team placed 20<sup>th</sup> overall. 664 students from 30 different two-year colleges took the exam. In the Spring of 2013, the SUNY Orange Team placed 9<sup>th</sup> overall. 630 students from 30 different two-year colleges took the exam. SUNY Orange student Zhecheng Weng placed 2<sup>nd</sup> in the individual state results.

### **Accomplished by Eric Wortman**

- On December 4, the Math and Computing Club ran a Math Competition for all students. Topics ranged from Intermediate Algebra to Calculus 3. Seven teams, each made up of 3 students, competed for prizes. 1<sup>st</sup> place prize was \$90, 2<sup>nd</sup> place was \$60, and 3<sup>rd</sup> place was \$30. The questions were composed by Eric Wortman and Joel Morocho.

### **Accomplished by Dr. Ming Wang, Eric Wortman and Joel Morocho**

- The Mathematics faculty ran a Saturday morning review on December 8, 2012 and another on May 4, 2013 to help students review for finals. Reviews were held on the Middletown and Newburgh campuses. (Detailed statistics under tables entitled "Courses offered by campus, Fall 2012 and Spring 2013" above.)

### **Accomplished by John Rion and the Mathematics Department**

- All final review sheets were put on Angel for easy accessibility for students.

### **Accomplished by John Rion and Maureen Larsen**

- In the Fall of 2012, the final review sheet for MAT 107, Technical Mathematics, was revised. New answer keys were made up. In addition, the review sheet for MAT 125, Introduction to Statistics was revised.

### **Accomplished by Paul Rickard and John Rion**

- On March 14, 2013, "Pi Day", the first annual "Pie a Teacher" was held to raise money for the Mathematics Club and to raise awareness of the importance of Mathematics.

### **Accomplished by Eric Wortman and the Mathematics Club**

- The Mathematics Club on the Newburgh campus, "Club X-Cubed" grew in numbers and held a very successful Scavenger Hunt under the leadership of Barbara Fisher. In January, John Rion and Elizabeth Carris became the club advisors.

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

As mentioned above,

- The department "Closed the Loop" on the most recent General Education testing.
- The General Education course, Introduction to Statistics, changed from MAT 125 to 120 to better serve students.
- All SLOs for Mathematics General Education courses were assessed.

- The Mathematics Department continues to increase offerings at the Newburgh campus: In the Spring 2013 semester, 2 sections of College Trigonometry were offered for the first time and both ran successfully.
- This AY, Department Chair Anne Prial maintained regular weekly hours on the Newburgh campus.

### ***College Goal #3 - Partnerships***

- 12 full-time faculty and professional staff members belong to NYSMATYC.
- Eric Wortman is the SUNY Orange Mathematics Department's liaison to NYSMATYC.
- Several faculty members belong to other professional organizations including:
  - AMS (American Mathematical Society)
  - ASA (American Statistical Association)
  - CCSC (Consortium for Computing Sciences in Colleges)
- The Mathematics Department maintains relationships with 10 local high school principals, guidance counselors, and teachers through the CCHS program.
- Relationships are maintained with faculty at Nassau and Rockland Community Colleges for sharing resources for teaching and learning.
- The Mathematics Department collected money to contribute to the Annual Adopt-A-Family program.

**Accomplished by Donna Avery and the Mathematics Department**

### ***College Goal #4 - Innovation***

#### Technology

- An Excel tool was created in May 2013 to efficiently calculate the average number of hours worked weekly for p/t employees as per the methods used by HR to ensure no Math adjuncts work over the 29 hours per week maximum. While this tool is dynamic, below is a frozen screen of a sample faculty member's hours.

**Accomplished by Anne Prial**

Faculty Name	Jul	Aug	Sep	Oct	Nov	Dec	Cum Hours	Avg hrs worked per mo	Avg hrs worked per week
non-teach hrs per wk	40	20	0	0	0	0	60		
# teach hrs per week	0	0	6	6	6	6	24		
# lab hrs per week	0	0	0	0	0	0	0		
total hrs per week	40	20	6	6	6	6	84		
teaching weighting factor	2.5	2.5	2.5	2.5	2.5	2.5			
weighted # teaching hrs per week	0	0	15	15	15	15	60		
lab weighting factor	1.5	1.5	1.5	1.5	1.5	1.5			
weighted # lab hrs per week	0	0	0	0	0	0	0		
total hrs	160	80	60	60	60	60	480	80	20

- In conjunction with the CTL and IT Department, the Mathematics Department acquired and had installed one SmartBoard in HA 300.
- Both full- and part-time faculty continue to use web-enhanced teaching methods
- Final review sheets and answer keys were put on Angel for all classes. Six faculty use Angel extensively for their classes.
- In Fall 2012, the building of a new sophisticated Excel tool was initiated to facilitate scheduling. It was improved and used during the Spring 2013 semester, and continues to be upgraded.

**Accomplished by Anne Prial**

- For the first time in a Departmental f/t faculty search, Skype was used twice for interviewing.

**Accomplished by Dr. Ming Wang, Frances Cummins, Joel Morocho, Anne Prial, and Maureen Larsen**

### Accessibility of Offerings

- The Mathematics Department continues to offer courses at the Newburgh and Middletown campuses both day and night, and in Port Jervis and Monroe-Woodbury at night. The Department also has a Saturday program. Students can take all courses from Developmental Algebra through Calculus 2 on Saturdays.

**Accomplished by the entire Mathematics Department**

### Under-prepared Students

- Due to the success of the Pre-Intervention courses for MAT 020 in the Summers of 2011 and 2012, the Department will run two sections in the Summer of 2013. Any student who places into MAT 020 will be eligible to enroll in the course.

**Accomplished by Michelle Tubbs, Donna Avery, and John Rion**

- Due to the success of the Summer Institute in the Summer of 2012, the Department will run 2 sections this summer, one in Middletown and one in Newburgh.

**Accomplished by Elizabeth Carris, adjunct faculty member, and students, Debra Swyka and Dan Garrison**

- John Rion, the Coordinator for the Mathematics Resource Room continues to offer review sessions during the 11 o'clock student hour.

**Accomplished by John Rion**

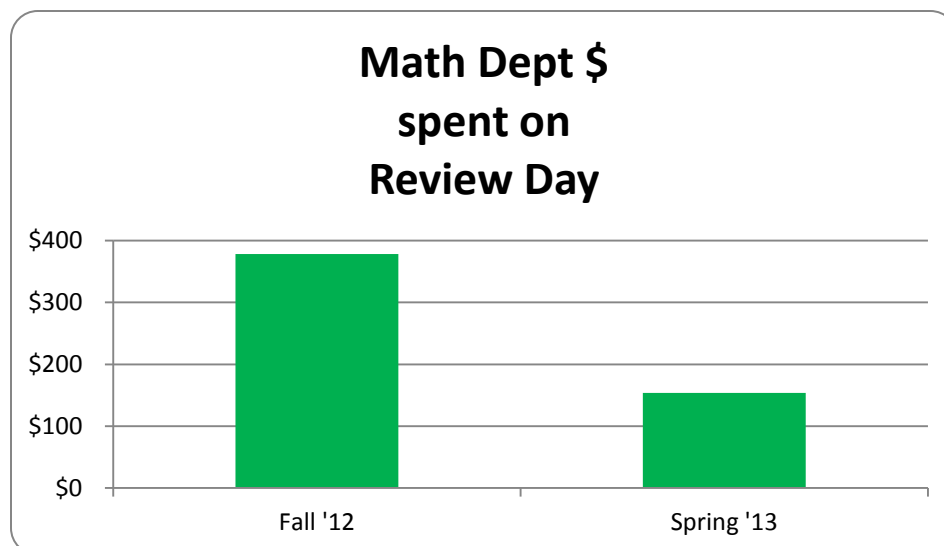
- Throughout this AY, several Math Quest workshops were offered on the Middletown and Newburgh campuses. The workshops illustrated various tools students could employ to become successful in Mathematics. Students learned methods to strengthen their math study skills and their test taking strategies.

**Accomplished by Joel Morocho, John Rion, Liz Carris, Josh Lavorgna, and Donna Avery**

### Fiscal Responsibility

In an effort to support the college during this fiscally difficult time, the Department has done the following:

- Several faculty and staff have purchased their own office furnishings/supplies.
- An attempt was made to increase security by rearranging Omnilocks on the 3rd floor of Harriman.
- Less food was purchased and offered to students free of charge on the Saturday Review Days.



- There were three open faculty lines in the department. Only one full-time position was replaced with a tenure-track position. Another was filled by a full-time temporary position while the third remains unfilled.
- The Department willingly made the move across campus for the 2nd consecutive summer to save energy costs.
- The Department saved interview candidate travel expenses by using Skype.

### **College Goal #5 - Professional Development**

- As mentioned above in Measures: Data, #8, Professional Development, 80% of full-time and 28% of part-time faculty participated in some form of professional development.
- Members of the Department continue to take graduate courses in Mathematics.
  - Fall Semester 2012
    - *Stochastic Processes*, taken at SUNY New Paltz.  
**Accomplished by Barbara Pinkall, Eric Wortman, and Heather Breittholz**
    - *Problem Solving for Mathematics Teachers* at SUNY New Paltz  
**Accomplished by Heather Breittholz**
    - One credit of dissertation hours at Northern Illinois University  
**Accomplished by Christine Leroux**
    - *Introduction to Mathematical Statistics* at SUNY Albany  
**Accomplished by Joel Morocho**
    - *Real Analysis I and Numerical Analysis I* at Western Connecticut University  
**Accomplished by Stacey Brien**
    - *Succeeding with Difficult Students* through Canter  
**Accomplished by Christina Tudisco**
  - Spring Semester 2013
    - One credit of dissertation hours at Northern Illinois University  
**Accomplished by Christine Leroux**
    - *Stochastic Process and Theory of Statistics II* at SUNY Albany  
**Accomplished by Joel Morocho**
    - *Sequences, Series, and Their Applications* and *Exploration of Gender in Education* at SUNY New Paltz  
**Accomplished by Heather Breittholz**
    - *Abstract Algebra I* at Montclair State University  
**Accomplished by Jonathan Clemmons**
    - *Differentiation in the Mathematics Classroom* through Canter  
**Accomplished by Christina Tudisco**
- Anne Prial co-presented a workshop on *An Application of Discrete Mathematics* at the April 2013 NYSMATYC conference.  
**Accomplished by Anne Prial**
- Three full-time and ten adjunct mathematics faculty members attended a seminar on *Best Practices and Current Trends in Teaching Developmental Math*, offered via the Office of Educational Partnerships.
- From April 12 through April 14, 2013 nine members of the Mathematics faculty attended the NYSMATYC Annual Conference in Glens Falls, NY.  
**Accomplished by Barbara Pinkall, Donna Avery, Joel Morocho, Christine Leroux, Eric Wortman, Janet Stonick, Anne Prial, Scott Graber, and Josh Lavorgna**

- First year f/t faculty member, Christine Leroux, was awarded her doctoral degree in Mathematics from Northern Illinois University on May 10, 2013.

**Accomplished by Dr. Christine Leroux**

### ***College Goal #6 - Learning Environment***

#### Facilities

- In the Fall 2012 semester, in response to many semesters of overcrowding of the Mathematics Tutorial Lab in Harriman Hall, HA 309 was rearranged from being solely a computer lab to half computer lab and half Mathematics Tutorial Lab.

**Accomplished by Stacey Moegenburg, Anne Prial, and John Rion, IT staff**

- The Math and Computing Club moved its meeting area from the outer office of HA 311 to the old Mathematics Tutorial Lab in HA 305, and the outer office of 311 is used by the newly formed Mathematics Club.

**Accomplished by Ming Wang, Anne Prial, and John Rion**

### ***College Goal #7 - Resources***

- The Mathematics Tutorial Labs in both Middletown and Newburgh continue to be an integral resource to our students. John Rion does a superb job of maintaining qualified staff and resources and spends designated times at both campuses.

**Accomplished by John Rion**

- The Department purchased and installed graph screens for each designated Mathematics classroom to assist in teaching and learning, replaced two chairs for f/t faculty members, and purchased one bookcase.

### **◆ OTHER**

#### ***Faculty/Hiring***

- During the spring of 2013, the Department of Mathematics searched and hired one new full-time tenure track faculty member, Ms. Kaitlin Reissig. Additionally, Mr. Scott Graber was hired for a second year as a full-time temporary faculty member.

**Accomplished by Anne Prial, Ming Wang, Fran Cummins, Joel Morocho**

- The Department of Mathematics hired five new adjuncts for the Fall of 2012: Nancy Boylan, Stacy Brien, Heather Breittholz, Sheila Bayer-Moore, and Colleen Russell

**Accomplished by Judi Schwartz and Anne Prial**

- As of April 1, 2013, Anne Prial's position went from Interim Department Chair to Department Chair.

- A welcome letter for new Mathematics Faculty was created by Christine Leroux and Scott Graber. As new f/t faculty members, they created this letter to address items that they felt would assist new faculty in adjusting to working in the SUNY Orange Math Department. This document was approved at the 4/22/13 Department meeting. (The letter is in Addendum 2.)

**Accomplished by Christine Leroux and Scott Graber**

- This academic year, f/t first-year faculty, Christine Leroux and Scott Graber, second-year faculty, Donna Avery and Josh Lavorgna, and third-year faculty member, Eric Wortman, were all retained. Two f/t faculty members were up for tenure: One full-time faculty member was granted tenure (Joel Morocho); one was not.

**Accomplished by tenured f/t Mathematics Department Members**



### **Miscellaneous**

- A thorough reading and evaluation of the PRT guidelines was done and suggestions were presented to VPAA Heather Perfetti.

**Accomplished by Anne Prial**

### ◆ **PLANNING: Looking Ahead**

#### **Academic Year Goals 2013-2014**

Below are the Mathematics Department goals for AY 2013-2014

- To maintain high quality Mathematics faculty and courses
  - Revisit the offering of three courses that have not been offered over the past several semesters: MAT 113, 114, and 134
  - Together with the Developmental Education Committee, explore the policy that students do not need to take developmental math courses in consecutive semesters until they pass (as with reading and writing)
  - Hire 1 or 2 new f/t faculty members to replace openings the College was unable to fill this AY due to budgetary constraints
  - Thoroughly review course descriptions, prerequisites, etc. in the College Catalog
- To maintain and evaluate for potential expansion web-enabled offerings in Mathematics for students
- To investigate possible connections with businesses and/or organizations outside the college
- To maintain safe, accessible and sustainable Mathematics Department facilities that support the learning environment
  - Planning for The Center for Mathematics, in anticipation of its "Grand Opening" in Fall 2014
    - Paint offices
    - Make blueprints
    - Projector for room 303
    - Projector and computer for room 302
  - Adequate space, computers, and office equipment for faculty
    - Replace 2 inadequate desks (in 302A and 321)
    - Provide new computers and furniture for newly hired faculty
  - Mathematics Tutorial Lab
    - Chairs
    - Tutors
    - Projector to use with Smart Board
    - Dry-Erase markers
  - Space for the newly formed Mathematics Club
- To develop, implement and maintain tools to facilitate department efficiency
  - Scheduling: Continue to improve the current scheduling Excel tool
  - Ensure a secure Mathematics Department by installing an Omnilock for HA 315
- To ensure continuity of the Team atmosphere
  - Encourage department faculty and staff to participate in college- and department-wide social, sports, and cultural activities
  - Have each Department faculty and staff member meet with the Chair to discuss his/her goals

- To support Division goals
  - To support the College President and SUNY Task Force in implementing new SUNY-wide mandates
- To have all Course Evaluation Summaries submitted electronically

## SCIENCE, ENGINEERING AND ARCHITECTURE AY 2012-2013

*Submitted by: John Wolbeck, Department Chair*

### ◆ **LOOKING BACK**

#### **AY 2012-2013**

This year the AAS Architectural Technology degree underwent a full program review. One goal of the review that was accomplished was the development of a clear curriculum map for this degree. The committee was chaired by Pamela Rice-Woytowick and consisted of the following members: Rex Simpson (Registered Architect, Professor, Alfred State University), Todd Hassler (Registered Architect, adjunct and outside consultant), Andrew Warren (Registered Architect, adjunct and outside consultant), Stacey Moegenburg (adjunct and Divisional AVP), Andrew Magnes (Faculty) and John Wolbeck (Chair of the department). The review is in its final stages and there appears to be some exciting outcomes and possible changes to the program which the committee believes will reinforce the quality and transferability of the architecture degree.

With the retirement of Professor David Davies the department found itself in need of faculty willing to teach the EGR 101 Engineering 1 course. The focus of this course is engineering as a career with emphasis on communication skills. Topics presented include engineering graphics, technical report writing, computer graphics, 3D graphics modeling, 2D physical modeling and introduction to spreadsheets. Initially we investigated the possibility of integrating our CAD 101 course and EGR 101 - Engineering 1. The merging of these courses was not feasible since a main goal in the EGR 101 course is the introduction of engineering disciplines and incorporation of projects specifically tailored to introduce students to the different branches of engineering as a career. The courses will remain separate entities. Given the intensive graphic nature of this course material our architectural faculty are the perfect candidates to teach EGR 101. They quickly got up to speed with the curriculum and did a fantastic job with the course. The department now offers EGR 101 in the Fall/Spring and Summer for the first time in the history of the engineering program (note: Summer section did not run). Pamela Rice-Woytowick and Andrew Magnus have clearly showed their versatility and professionalism in volunteering to teach these courses with such short notice.

Elements of Chemistry; CHM 120 was again in focus this year. Based on informal feedback from chemistry faculty the 'new' chemistry laboratory workbook was redesigned and is now in its second year of use. The department thanks Dr. Timothy MacMahon, Lawrence O'Brien and Cynthia MacMahon for their tireless work in designing and authoring this laboratory manual. Recent changes to the nursing curriculum no longer require Elements of Chemistry specifically. Incoming nursing students must have taken a chemistry course (any) prior to entering the program. Advisors should keep the following in mind: CHM 120, a three credit course, was specifically designed for nursing students and should still be the recommended course to take if a student has not already taken a chemistry course. General Chemistry is an excellent alternative and transfers well, but is a very rigorous and difficult four credit course. Students that have never taken chemistry are advised to first take elements to get up to speed and then take general chemistry if their goal is to transfer into a Baccalaureate program. The Department currently offers about ten sections of CHM 120 per semester (Fall/Spring/and Summer).

We reviewed the possibility of partnering with the Applied Technologies department to develop a C++ object-oriented programming course. With the retirement of Professor Davies in 2012, Dr. Kinoshita has begun teaching the EGR 102 course (the course in the program that covers computer programming). The main impediment for 'generalizing' this course is the need for it to be engineering specific. That is, it needs to incorporate engineering programming topics and projects at an engineering level of rigor. In the future the possibility of having Applied Technology faculty teach the EGR 102 course with incorporation of appropriate engineering topics is a distinct possibility.

We have continued to monitor the demand for an evening option for engineering students. A key indicator for the demand of an evening course is Physics with Calculus at night. Over the past few years enrollment in the daytime section of this course has dropped (enrollment for the past 5 years was: 10, 17, 9, 9, 8). The few times an evening section was offered only a few students enrolled and as a result it has not run in the evening in more than 5 years, and has at time 'barely' run in the day. Over the past five years as chair only one student has approached me with a request for an evening option. All of the math, general education, and English requirements can still be completed in the evening, but the low demand for the core group of courses does not indicate a need for an evening option at this time.

Student transfer for all degrees continues to be very strong. In fact this year we had a number of engineering students apply for transfer to institutions out of state which often presents difficulties in that the reputation of SUNY Orange is not recognized. This spring I received the following statement from Professor John Weavil at Embry-Riddle Aeronautical University (ERAU): "I am the Department Chair of Civil Engineering at ERAU and I must say I am very impressed by the program you have at Orange County Community College. I wish we had such a strong engineering program at our community colleges in Florida. I hope your administration is aware of the fantastic job that you are doing for your students! [Your student] will be able to transfer into our engineering program from a community college with her entire first two years completed, a feat that I have never witnessed in my 30 years at ERAU..." April, 26, 2013.

The new 'Science and Engineering' building has been another area where the department directed its focus this year. Everyone in the department worked diligently with our AVP Stacey Moegenburg and the JMZ architectural team to design what we believe is a state of the art science education facility. The excitement of teaching in this new space has helped to offset the burden of moving our physics courses out of Harriman each summer.

The engineering students are constructing a "Float" for a parade celebrating the 125<sup>th</sup> year of the inauguration of the city of Middletown. The float will carry the "VinFiz" Wrights brothers model plane that students constructed in 2011. The parade will be held on Saturday June 29th and any and all are invited to march with us. Our goal is to have 100 people march in the Parade all wearing SUNY Orange shirts (to be handed out).

## ◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS

### Overview of the Department

The Department of Science, Engineering and Architecture offers the following degree paths and course options:

- i. **A.A.S. Architectural Technology**
- ii. **A.S. Liberal Arts Math Science:**  
(Astronomy, Geology, Physics and Chemistry Tracks)
- iii. **A.S. Engineering Science**
- iv. **Natural Science General Education courses**
- v. **Interdepartmental Program Support courses**

### Department of Science Engineering & Architecture Faculty

#### Architectural Technology Faculty:

Full-time: Pamela Rice-Woytowick, Andrew Magnes

Part-time: Stacey Moegenburg, Kathleen Rifkin, Konrad Von Appen, Andrew Warren

#### Science & Engineering Faculty:

Full-time: Dr. Megumi Kinoshita, Cynthia MacMahon, Dr. Timothy MacMahon, Lawrence O'Brien, Dr. William Stillman, John Wolbeck

Part-time: Thomas Blon, Tricia Brown, Leonard Burger, Dr. John Cummins, Edward Fritche, William Istone, Charles Kocsis, Dr. Pak Leung, Dr. Wayne McMahon, Mark Tatro, Shirley Thompson, Kevin McGee, Virginia Moore, CCHS: Jonathan Morey

Department Secretary (Part-Time): Barbara Piampiano

### Enrollment (Fall/Spring)

**A.A.S. Architectural Technology: (44/42)**

**A.S. Liberal Arts: Math-Science: (60/59):**

Astronomy (3/4)

Chemistry (19/17)

Geology (6/4)

Physics (11/13)

Physical Science (21/21)

**A.S. Engineering Science: (104/98)**

### *College Goal #1- Academic courses, Programs & Services*

- The Department continues to develop a new course titled: Green Energy: The physics of sustainable energy. Our goal is to provide students with a hands-on-experience and exposure to the technical aspects as to how modern energy systems work. Spearheaded by Virginia Moore and Charles Kocsis.
- We now regularly offer courses in Chemistry, Physical Science and Astronomy in Kaplan Hall, KAP 325. These courses typically run full (or stretched). We are looking to increase our daytime presence there and are at the point where we need a full time chemistry presence there.

- There has been an increase in chemistry enrollment over the past five years. To meet this demand we began offering a late afternoon section of CHM 105. We currently run five sections of CHM 105 in the Fall and yet these courses are still full and closed out. Due to lack of lab space and qualified instructors we are currently at our limit for this course. There was also a surge in the Organic Chemistry course last academic year. To meet this demand we began to offer two lab sections for the first time in our department's history. The new building will alleviate the lab space issue, but we have reached the point where a full time tenure track chemist is an absolute necessity.

	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12
CHM 105	75	100	106	102	108
CHM 106	58	21	19	28	34
CHM 201	8	14	16	15	14
CHM 202	0	0	0	0	0
	Spr 09	Spr 10	Spr 11	Spr 12	Spr 13
CHM 105	58	56	54	71	72
CHM 106	50	52	54	48	60
CHM 201	0	0	0	13	0
CHM 202	8	4	8	10	11
	Sum 09	Sum 10	Sum 11	Sum 12	Sum 13
All CHM sections	9	11	11	11	10

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

- Dr. William Stillman chaired the committee for General Education assessment this year. A sampling of all of our Gen Ed offerings was tested and the results are very positive with 93% of our students meeting or exceeding the standards outlined in the natural science silo defined by SUNY. (See Addendum #2 for full report)  
The yearly summary are as follows for the (Methods and Data) sections:  
2002/03 91% and 95% (meeting or exceeding)  
2006/07 92% and 92%  
2009/10 93% and 94%  
2012/13 93% and 93%
- The Architectural Club, Engineering Club, and Chemistry Club were very busy this year providing students with opportunities to travel and participate in lectures on both the Middletown and Newburgh campuses. Students went on an architectural tour of historic buildings in NYC, to a covered bridge to analyze the design, to Boston, NYC, Great Adventure (physics day), Bannerman's Island.

### ***College Goal #3 – Partnerships***

- Dr. Timothy MacMahon, Ms. MacMahon, the Chemistry Club, and student volunteers collaborated together once again as they hosted a "Kids Chemistry Night". This great event attracted more than 40 children and their families where they experienced science through demos and experiments. This year's theme was Nano-Chemistry.
- CCHS: BOCES continues to offer Engineering 1 and 2 as part of its New Visions Program. Students completing this program will have earned 18 credits towards the AS Engineering science degree. This year Jonathan Morey will be retiring from BOCES and we are actively looking for a replacement.

- 20 students from the BOCES New Visions program visited the college in February. They were given a tour and sat in on Professor Wolbeck's physics course. Admissions provided a pizza lunch for the students and handed out literature on scholarships.
- In September 2012, we invited Dr. Emilio Mendez, Director of The Center for Functional Nanomaterials at Brookhaven National Laboratory, to give a talk on nanotechnology and energy as part of the Lecture Series by Cultural Affairs. The event was very well-attended, and the Engineering Club provided refreshments. There were many science students in attendance.
- The professional outreach program with Cultural Affairs and the Lyceum lecture series offering Continuing Education opportunities for Professional Engineers in Orange County continued. The professional outreach program has been extended to licensed Architects as well.

#### ***College Goal #4 – Innovation***

- Eight sophomore Engineering students were recommended as Chemistry, Physics, and Mathematics tutors. Encouraging our students to tutor helps them to better understand the material and allows them to “give back” a little of what they have been given here at SUNY Orange. Accomplished by Timothy MacMahon, John Wolbeck, and the Tutorial Center.
- Four sophomore engineering students volunteered to be Judges for the Odyssey of the Mind competition which was hosted by Orange-Ulster BOCES.
- Megumi Kinoshita attended “flipping the classroom” and “active learning” workshops and implemented some of the ideas in her Engineering 2 class. Since the course subject is computer programming and the best (and the only) way to learn to program is to practice, it lends itself very well to this form of instruction. Students were given assignments to learn the concepts at home so that more of the class time could be spent on actually working on the computer, rather than on traditional lectures.
- All sections of Physical Science now start with a two lecture review of mathematics. The goal is to prepare students for the mathematical rigor of the course. In general the average test scores appear to be higher than those from the years when no math review was offered.
- Dr. Stillman and Dr. Kinoshita began to volunteer one office hour per week in the Math/Physics tutoring center in HA 309.

#### ***College Goal #5 – Professional Development***

- Dr. Megumi Kinoshita (Physics) and Dr. William Stillman (Electrical Engineering) were successfully retained for a third year. They continue to work regularly with their mentors (John Wolbeck, John Cummins, Kevin McGee) to develop and improve their teaching methods. Andrew Magnes' position was gratefully converted to Full-Time tenure track.
- John Wolbeck received the Chancellors Award for Teaching Excellence.
- Cynthia MacMahon, and Timothy MacMahon continue to serve on the Mid-Hudson Chemistry Board which meets once a month to share information and happenings with area colleges and members of the American Chemical Society. Ms. MacMahon and Dr. MacMahon are the new coordinators for the Mid-Hudson ACS for the National Chemistry Week 2013 event in October.
- John Wolbeck is a member of the SUNY New Paltz Science Advisory Panel and attended a Symposium for Computer Science and Engineering. At the meeting SUNY New Paltz stated that SUNY Orange transfer students typically do very well and they would like to see more of our students transferring to New Paltz.
- All faculty have continued to complete the required safety training, sexual harassment awareness training and violence prevention training as mandated by the College.

### ***College Goal #6 – Learning Environment***

- The Department worked extensively this year with our AVP Stacey Moegenburg and JMZ architects assisting in the design of a new state of the art science, engineering and technology building. We are particularly looking forward to being in one building rather than spread across the campus in three buildings as we are now.
- All faculty have been actively involved in making an inventory of equipment in preparation for the move into the new building. We are reviewing what equipment we can still use, what needs to be replaced, and what new equipment we will need.
- The computer room HA 309 was turned into a tutoring center in order to meet the increase in demand of our students for learning assistance. As a result EGR 102 was moved into BT and meets in a number of different computer labs. In the future the new building should solve this issue.

### ***College Goal #7 – Resources***

- Andrew Magnes and Cynthia MacMahon obtained iPad computers to use in the classroom through a SUNY learning and technology grant. The feedback from this program was very positive and it appears that the iPads improved student learning by use of specific apps which enhanced the lectures. The department is looking into purchasing an iPad for permanent use by Architectural faculty.
- This was a difficult year for professional development. A number of faculty went for training in the Fall and were unable to be reimbursed for their travel and attendance expenses (editor's note: no one requested reimbursement). The department recognizes their commitment to teaching excellence and commends them for attending these seminars at their own cost.
- A refurbished computer was put into the chemistry adjunct office to replace the older one which could not be repaired.

### **◆ *PLANNING: Looking Ahead***

The main focus of the entire department next year will be on the move into the new science and engineering building. We must all recognize the amount of work and effort that it will require to order new equipment, prepare old equipment for the move, ready the new laboratory, lecture and office spaces, and to move out of our 'old' spaces, most of which we have occupied for many decades.

Our ongoing commitment to teaching excellence and transferability of our programs will continue to be a top priority.

Daytime chemistry is non-existent on the Newburgh campus. Our chemistry offerings on both campuses have passed the point where a full time chemist is warranted. When Kaplan was first proposed a full time chemistry position was always part of that proposal.

We have a number of ideas for new courses in the pipeline; The Physics of Sustainability, Introduction to Astrophysics, getting Modern Physics and Engineering Computations back up and running.

There is some interest in developing an online presence. Some faculty have expressed a willingness to offer an online science course. Developing a laboratory curriculum with the appropriate level of rigor that can be done online from home is a key requirement for this endeavor.



## LEARNING ASSISTANCE SERVICES AY 2012-2013

*Submitted by: Eileen Burke, Coordinator*

### ◆ **LOOKING BACK**

#### ***Academic Year Goals 2012-2013***

- To collaborate with Academic Departments and Student Services for development of academic support to new and continuing students who have placed into developmental courses and for underprepared students.
- To continue providing learning assistance services as part of learning communities in collaboration with academic departments, and Student Services.
- To collaborate with academic departments, librarians and coordinator of instructional technology to develop ways to assist students in accessing online resources for purposes to include development of learning skills, online research skills (*i skills*), maneuvering in Angel and mastery of the College information system.

Efforts to address the above objectives included the following:

- Worked with the Academic Affairs Leadership Team to update the course syllabus template reference to academic support and plan for service to students in fall with the change to a mandatory academic support fee to begin in Fall 2013.
- Collaborated with the Math Lab Supervisor to provide an orientation session at the beginning of the semester for math tutors who work in the Tutorial Center and the Math Lab.
- Continued tutor led study groups for students in a Physical Science course and a freshman Dental Hygiene and an Architecture cohort.
- Added items to the Tutor Resources Community Group in the LAS Angel Shell for training tutors. New features include Announcements and Group Polls, a video on strategies for managing test anxiety, a PowerPoint presentation on learning disabilities and tutoring for different learning styles, two discussion forums and links to CRLA recommended websites for study skills development.
- Expanded tutor mentoring to include orientation of Peer Tutors by Professional Tutors.
- Continued formal Coordinator/Tutor supervisory meetings with each new tutor at least once a semester that included review of a tutor self-evaluation form.
- In Spring 2013, initiated use of a Tutor Survey for completion by the 15 tutors who have tutored for 2 or more semesters in the Tutorial Center.
- Periodically conferred with tutors who work with students who have learning difficulties related to communication, organization and focus skills.
- Encouraged Tutors to use department net books with tutees during tutoring sessions to access available resources in the student's course Angel shell.

#### ***Measures: Data & Assessment***

- 38/38 (100%) of the new tutors participated in orientation.
- 19/23 (83%) tutors hired in the fall tutored through the end of the fall semester.
- 12/27 (44%) of tutors who were new in fall continued to tutor through spring.

- 29/38 (76%) of new tutors completed a Self-Evaluation form.
- 16/22 (72%) of tutors hired prior to Fall 2012 continued tutoring through spring.
- 14/16 (88%) of continuing tutors in Spring 2013 completed the Tutor Survey.
- 17/35 (49%) of tutors viewed training information in Angel Tutor Resources in spring.
- 13/29 (44%) of tutors who worked in the Tutorial Center viewed the student's course Angel shell with the tutee in the spring semester compared to fall semester when 6 tutors used net books for this purpose.
- 179/355 (50%) of students who had scheduled tutoring sessions completed a Tutorial Center Evaluation. (42% completed the evaluation in prior semesters.)

#### **Middletown Campus Tutorial Center and Labs**

<b>Academic Year</b>	<b>Tutorial Center Tutors</b>	<b>Students Scheduled</b>	<b>Student Visits</b>	<b>Lab Tutors</b>
2012-2013	62*	485	7,393	17**
2011-2012	69	535	7,274	17
2010-2011	58	548	8,427	17

*\*Tutors had Individual/Paired Tutoring Appointments in the Tutorial Center and BATCAVERN.*

*\*\*Tutors were scheduled in the English Department Writing Center, Learning Communities, Diagnostic Imaging Lab or Nursing Lab.*

Scheduled tutoring took place at the highest frequency for courses from the following academic departments: Mathematics with 3,844 sessions for 197 students; Biology with 927 sessions for 81 students; Chemistry with 786 sessions for 64 students; English with 324 sessions for 34 students; and Physics with 140 sessions for 16 students.

This year, in the tutorial center in Middletown, 355 students had a total of 5,647 visits for individual/paired tutoring appointments. There were three learning communities in the fall semester and one in the spring semester. 78 students participated in 1,446 tutor led group sessions. In the fall, there were course study sessions offered for one section of Physical Science: the Physical World, and for freshman in Architecture and in Dental Hygiene programs. For this academic support offering, 52 students participated in a total of 300 tutor led group study sessions.

#### **Data Snapshot of Student Success in Courses with an Embedded Tutor**

Students, instructors and tutors were surveyed and grades were viewed as part of the process of assessing the success of the students in courses that had a tutor participating in class and leading group study sessions outside of class time.

<b><i>Embedded Tutoring Course and Semester</i></b>	<b><i>Parameters</i></b>	<b><i>Number of Students</i></b>	<b><i>Grade of C or Higher</i></b>	
<b>DNT 103</b> Fall 2012	Study Group Participants	18	14	78%
	Non- participants	1	1	100%
	All enrolled students in section	19	15	79%
Fall 2011	Study Group Participants	14	14	100%
	Non- participants	5	2	40%
	All enrolled students in section	19	16	84%
Fall 2010*	All enrolled students in section	20	15	75%
<b>PSC 125 C</b> Fall 2012	Study Group Participants	8	5	63%
	Non- participants	10	3	30%
	All enrolled students in sections	18	8	44%
Fall 2010*	All enrolled students in sections	18	10	56%
<b>ARC 105</b> Fall 2012	Study Group Participants	25	15	60%
	Non- participants	2	0	0%
	All enrolled students in section	27	15	56%
Fall 2011	Study Group Participants	16	12	75%
	Non- participants	8	4	50%
	All enrolled students in section	24	16	67%
Fall 2010*	All enrolled students in section	21	9	43%

*\*There was no embedded tutor in the courses in Fall 2010.*

In Fall 2012, 67% of all students who participated in study sessions earned a C or better in the course. 59% of all students enrolled in courses with an embedded tutor earned a grade of C or higher. In Fall 2010, 59% of all students enrolled in the same course sections with no embedded tutor had a grade of C or higher. When comparing data from Fall '12 courses with an embedded tutor to the same sections in Fall '10 without a tutor connected to the class, a higher percentage of students earned a grade of C or better in ARC and DNT. Fewer students withdrew from each of the three courses in Fall '12 compared to Fall '10. A higher percentage of U grades were given at midterm in Fall '12 compared to Fall '10. In Fall '12, a higher percentage of students with U grades stayed enrolled in the class.

### **Success of Students who had Scheduled Tutoring for MAT 102**

Data was collected for 27 students who participated in at least 6 scheduled tutoring sessions for MAT 102 in Fall 2012. 48% of the students earned a grade of C or better in the course. 52% earned a grade of C-, D, W or F. Of the 19/27 students who had taken a MAT course in a prior semester, 26% earned the same grade in Fall 2012 as in a math course taken in the prior semester. 16% earned a higher grade. 58% earned a lower grade. Of the 27 students, 1 graduated. 23/26 returned to the College for the Spring '13 semester (88% retention).

Semester	Fall 2011	(%)	Fall 2012	(%)
# of Students	26		27	
Average # sessions	17 sessions		15 sessions	
Grade of C or higher	12/26	46%	13/27	48%
Grade of C-,D, W or F	14/26	54%	14/27	52%
Grade of W	5/26	19%	4/27	5%
Same grade as in a MAT course in prior semester	5/16	31%	5/19	26%
Higher grade than prior semester	6/16 (11/16)	38% (68%)	3/19 (8/19)	16% (42%)
Lower grade than prior semester	5/16	31%	11/19	58%
Retention	23/25	92%	23/26	88% *

\*1 student waiting for Allied Health program acceptance. 24/26 = 92% retention

After meeting with the Department Chair for Mathematics in February 2013 to review the above data, it was decided that due to the small sample size it would be best to collect data for Fall 2013 before establishing benchmarks for Fall 2014.

#### ◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS

Initiatives and actions in Learning Assistance Services that support the following College Goals, Strategic Priorities and Institutional Effectiveness include:

##### **College Goal # 1 - Academic Courses, Programs & Services**

- Contributed to Developmental Education Oversight Team (DOT) planning for expanded academic support in learning communities, Summer College Readiness courses and study session initiatives for freshman cohorts.
- Met bi-monthly with the developmental education committee to address topics including:
  - Exploration of ways to expand degree credit courses permitted for students required to take developmental reading
  - Development of a faculty workshop that could include pre- and post-writing and text samples, and math topics in which students demonstrate mastery, along with student learning outcomes, to foster discussion of realistic expectations for students in developmental education courses relevant to reading writing and math
  - Recommendations for ways to track progress of students who placed into one developmental area
  - Refinement of academic policies and procedures related to developmental education

##### **College Goal #3 - Partnerships**

- Within Academic affairs, presented information to faculty regarding academic support at the New Faculty Orientation and the Adjunct Instructor Evening Reception

- Collaborated with Student Services at the Parent and Family Orientation, i-Connect Tutorial Center Open House, Incoming Students Day Workshop Presentations and Admissions Open Houses
- Coordinator served as a Middle States Self Study Working Group member

#### ***College Goal #4 - Innovation and Under Prepared Students***

- Collaborated with the Registrar for expansion and use of banner reports to assist with the developmental review process
- Maintained Learning Assistance Services and Summer College Readiness Program websites
- Increased student use of net books with tutors for access of course information in Angel
- Increased tutor training opportunities in Tutor Resources Angel shell

#### ***College Goal #5 - Professional Development***

- Expanded New York College Learning Skills Association membership from one professional staff member to three
- Coordinator continued PA/NJ College Reading and Learning Association (CRLA) membership and participated in online conference discussions for topics that included *Tutorial Center Management* and *Engaging Faculty and Academic Departments in Tutorial Programs*
- Two professional staff members (66%) participated in CTL Workshops on topics including *Discover POGIL*, *Educational Benefits of Blogging*, *Best Practices Creating Tutorials/Instructional Videos*, *What's New in Microsoft Office 2010*, and *Increasing Student Engagement with Web2.0 Tools for Angel*
- Three professional staff members (100%) participated in a day long Tutor Training Conference at Dutchess Community College where one of our Professional Tutors, Heather Breittholz, presented a workshop on Multiple Intelligence Theory with applications to college tutoring
- 15/62 tutors (24%) participated in tutor training workshops on topics including *Connecting College Writing and Research* presented by College Librarian, Nancy Murillo and *Techniques for Improving Memory* presented by Professional Tutor, Suzanne Altman

#### ***College Goal #6 - Learning Environment***

- There was an improvement in maintaining an acceptable noise level in the Tutorial Center compared to last year

#### ***College Goal #7 - Resources***

- Contributed to CTEA grant implementation and assessment of a grant funded embedded tutoring initiative
- Contributed to the Developmental Oversight Team's work on expansion of post- and pre-semester interventions through CAPE

◆ **PLANNING: *Looking Ahead***

***Goals for 2013-2014 for Learning Assistance Services***

- To explore and expand opportunities for providing learning assistance services as part of emerging learning communities in collaboration with academic departments, the Library and Student Services.
- To work with department chairs to develop customized tutoring and learning assistance services for students requesting academic support in courses taught by their faculty.
- To collaborate with academic departments and Student Services to offer academic support to new and continuing students who have placed into developmental courses.
- To collaborate with academic departments, librarians and instructional technology staff to develop ways to assist students in accessing online resources for purposes to include development of learning skills, online research skills (*i skills*), maneuvering in Angel and mastery of the College information system.

## **HEALTH PROFESSIONS DIVISION**

- Dental Hygiene
- Diagnostic Imaging
- Laboratory Technology
- Movement Science
- Nursing
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Athletics
- Honors Program

## **HEALTH PROFESSIONS DIVISION AY 2012-2013**

*Submitted by: Michael Gawronski, Associate Vice President*

It is a pleasure to present the annual report of activities for the Health Professions Division for the 2012-2013 academic year.

As a Division, we continue our commitment to fulfill the academic mission, which is to contribute to the current and future vitality of the community we serve by providing quality higher education opportunities that meet the demands of our diverse student population. To that end, we provide opportunities and create the enthusiasm that fosters a life-long commitment to learning. It is equally our intent to provide students with the knowledge and skills that will enable them to be effective and productive members of the workforce. By developing scholar-practitioners in the health professions we remain committed to our mission and enhance the quality of the lives of the citizens of Orange County.

I thank all of those faculty, staff, and students for their commitment to the College and to those we serve. Whether in public schools, hospitals, skilled nursing facilities or local rehabilitation clinics, together we strive to improve the quality of life for all.

As you review the achievements of 2012–2013 outlined in this annual report, I hope you will share my appreciation for the year behind us and excitement for the year ahead. I am grateful for the opportunity to serve as Associate Vice President and to see significant achievements realized by our faculty, staff and students.

### **◆ LOOKING BACK**

#### ***AY 2012–2013 Division Highlights***

*Among the noteworthy events that occurred in the Health Professions Division this past academic year were the following:*

#### **Report on annual goals for the AVP for the Health Professions Division:**

- Working with the Movement Science Department, facilitate the development and submit for approval, the new A.S. in Public Health program.
  - Status: received curriculum committee approval. Currently preparing materials to submit to SUNY and State Ed.
- Working with the IRB Committee, facilitate the development and implementation of the Institutional Research Board.
  - Status: received approval from the U.S. Department of Health and Human Services, and Federal-wide Assurance for the Protection of Human Subjects. 100% of the IRB Committee members completed National Institutes of Health (NIH) Office of Extramural Research training course – “Protecting Human Research Participants.” Review and approval of IRB Policy and Procedural manual and documents in progress.

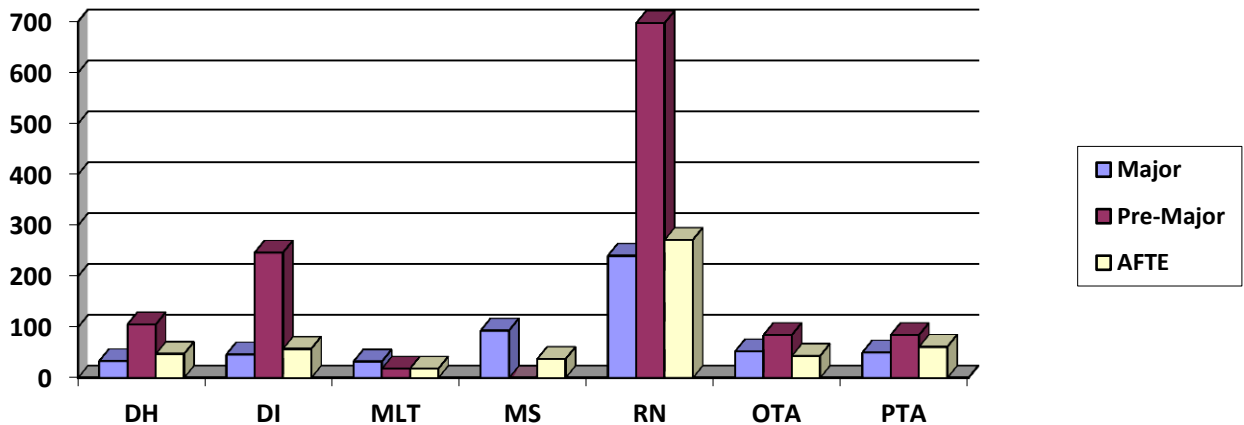


- Working with all departments in the division, promote and continue to expand interdisciplinary activities within the Division.
  - Status: activities currently ongoing.
- Working with all departments in the division, continue to enhance and expand the year end, Health Professions Student Recognition Ceremony.
  - Status: held the 3<sup>rd</sup> annual event with an external keynote speaker. Event to be reviewed this fall.
- Working with the Occupational Therapy Assistant Department, strengthen and continue to develop the Center for Assistive and Rehabilitation Technology.
  - Status: CART program review to be conducted Spring 2014.
- Working with the Athletics Department, promote and broaden interest in Intercollegiate Athletics.
  - Status: discussions continue regarding the future of funding for athletic scholarships; planning to address the need for an athletic trainer continues; a new student-athlete orientation program for incoming and returning students are in progress; long term planning include looking into the feasibility of new women's programs in golf, cross country, soccer.

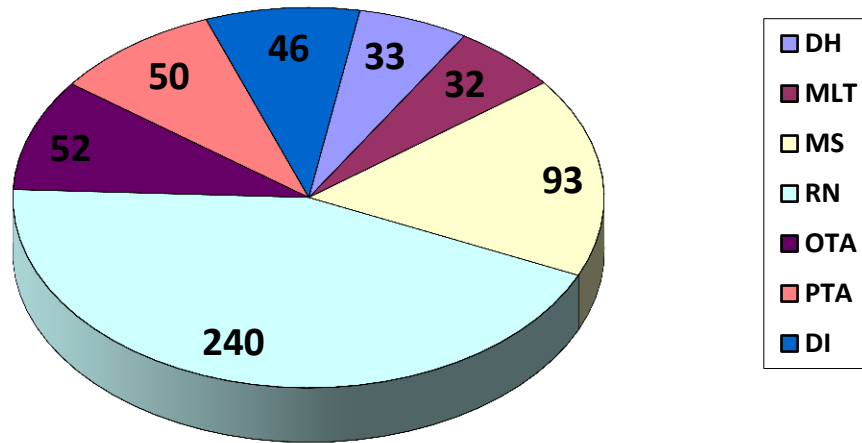
***Measures: Report of Data & Assessment***

**Freeze Enrollment Data, Fall 2012:**

Enrollment by Department (majors, pre-health majors, and AFTE's)



Enrollment by Department (Majors only)



Total AFTEs - College: 2,195.7 / Total AFTEs - HP Division: 535.33 or 24.37%

Total Headcount - College: - 6,716 / Total Headcount - HP Division = 1,878 or 27.96%

Number of Health Professions sections AY 2012-2013:

Fall 2012:	307
Spring 2013:	285
Summer 2013:	42
Total:	643

Number of FT faculty (including chairs) AY 2012-2013: 37 + 4 technical assistants

FT:PT ratio (# classes taught) AY 2012-2013: 60% FT 40% PT

**Curricular changes approved by the Curriculum Committee:**

Movement Science Department:

- A.S. Public Health: New Program
- Intro to Public Health (PBH 101): New Course
- Promoting Healthy People and Communities (PBH 102): New Course
- Concepts of Epidemiology (PBH 103): New Course
- Global Environment Issues and Their Effect on Human Health (PBH 104): New Course
- U.S. Health Care: Myths and Realities (PBH 105): New Course

Occupational Therapy Assistant Department:

- Introduction to Assistive Technology: New Course
- Documentation in Occupational Therapy (209): Name/Course Number/Department Change (formerly Technical Writing II - ENG 161)

### Program Accreditation

Program	Accrediting Agency	Most Recent Accreditation	Next Accreditation
Dental Hygiene	American Dental Association, Commission on Dental Accreditation	2008	2015
Exercise Studies	Committee on Accreditation for the Exercise Sciences	<i>n/a</i>	<i>application pending</i>
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences	2008	2015
Nursing	National League for Nursing Accrediting Commission	2008	2016
Occupational Therapy Assistant	American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education	2004	2013*
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology	2007	2015
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education	2008	2018

*\*Self-Study submitted/On-site visit scheduled for September 2013.*

### ◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS – DIVISION HIGHLIGHTS

#### ***College Goal #1 – Academic Courses, Programs & Services***

To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.

- Dental Hygiene installed an electronic medical records system (Dentrix) hardware and software, and completed training for all students, faculty and staff.

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

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

- The Middletown Nursing 3 students participated in the Pediatric Wellness Fair which was attended by local elementary school children as well as our Lab School children. This fair is a collaborative experience for all health science students for teaching projects related to health promotion and disease prevention.

#### ***College Goal #3 – Partnerships***

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

- The PTA Program contracted with over 90 clinical sites within the tri-state area and Pennsylvania for the provision of clinical affiliations for program students. In addition, the Program has been successful at providing one continuing education course for the local PT

professionals and will be holding a review course targeting recent SUNY Orange PTA Program graduates and additional local graduates for the national licensure examination in June.

**College Goal #4 – Innovation**

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

- Clinical training in the Medical Laboratory Technology program for the spring was again scheduled so that the students did not need to return to campus for classes in the afternoon. This allowed the clinical training sites more flexibility and options so that they could support our students while experiencing staff shortages. This change has also helped the students to better focus on their studies and their clinical training experience without having to shift gears. With a large number of students in clinical this semester, this schedule adjustment allowed the students flexibility in completing all of the required rotations. Students were able to stay 8 hours each day instead of 4 and were therefore able to complete their rotations more quickly.

**College Goal # 5 – Professional Development**

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

- Eight faculty members participated in the College’s inaugural Faculty iPad Program; a program designed to encourage faculty to use such technology and associated apps in their work. Applications for participants for next academic year are currently being sought.
- Five faculty members participated in a 3 credit graduate course through our Center for Teaching and Learning this spring semester.
- In the table below, the Division supports active, vibrant clubs; an invaluable experience for students to interact with faculty in a structured but less formal setting and activities.

<b>Club</b>	<b>Advisor</b>
Cheerleading Club	Leah Giles
COTA Club	Mildred Consolo-Melchionne
Medical Laboratory Tech Society	Nadia Rajsz
Navigator’s for Christ	Robert Misiak
Nursing Club	Patricia Cal & Linda Kelly
Physical Therapy Club	Edward Leonard & Maria Masker
Rad Tech Club	Ron Kopec
SADHA	Meg Atwood & MaryAnn McGinnis-Adamo
Wrestling Club	Edward Leonard
Communications In Action	Ilene Castaldo & Ana Guzman

- Two continuing education courses sponsored by the PTA Program and organized by Edward Leonard are or have been offered this year:
  - Mulligan Concept - Lower Quadrant, Mobilizations with Movement, 'NAGS', 'SNAGS', 'SMWLM' and more, by Northeast Seminars, April 13 and 14, 2013
  - Physical Therapist Assistant Exam Preparation Course by Therapy Ed., June 25, 2013

### ***College Goal #6 – Learning Environment***

To build and maintain safe, accessible and sustainable facilities that support the learning environment.

- All Nursing courses are offered in a web-enhanced format and planning of additional online/hybrid nursing courses and electives are contingent upon the curriculum changes, philosophy and faculty availability. All teaching materials are available to students using Angel. In addition, testing where feasible was given by computer.

### ***College Goal #7 – Resources***

To identify, secure and allocate resources that advance the strategic priorities of the College.

- The OTA Program was awarded through the NYS Assembly - Dormitory Fund \$50,000 to enhance the CART assistive technology demonstration and consumer loan program. In addition, Alice Krawyck (OTA Class '84), CEO of Hand in Hand Senior Daycare, presented the program with a \$1500 donation to develop a tele-health rehabilitation training component utilizing the Wii and XBOX for senior fitness.
- ◆ **OTHER (If applicable, note any other goal achievement in this category i.e. Themes from Academic Master Plan)**
  - Nursing created, developed and implemented an online presentation that all pre-nursing students will be able to view and answer post-questions via survey monkey from an off-campus site via the internet. Students will have the ability to generate a certificate of completion that they can present to admissions as proof that they have participated in the online orientation. The certificate will be valid for 3 years from date of issue along with their health professions application. The online PowerPoint presentation will be beneficial to working parents and college students who have a conflict with the live orientation as currently scheduled. A greater number of students will be served.
- ◆ **PLANNING - Looking Ahead**

### ***Goals for Academic Year 2013-2014***

Annual goals for the AVP for the Health Professions Division are ongoing. Refer to the following sections which are the annual summaries from each of the Health Professions Departments: Dental Hygiene, Diagnostic Imaging, Laboratory Technology, Movement Science, Nursing, Occupational Therapy Assistant, and Physical Therapist Assistant for goals for the upcoming academic year.

## **DENTAL HYGIENE AY 2012-2013**

*Submitted by: Roberta Smith, Department Chair*

### **◆ LOOKING BACK**

#### ***Academic Year Goals 2012-2013***

- Computerize clinical units: completed
- Install two Piezo Ultrasonic Scalers: completed
- Initiate the use of Netbooks for clinical grades: pending
- Integrate the use of iPads into student instruction: initiated
- Dentrax software training: completed

#### ***Measures: Data and Assessment***

##### Assessment Results

- National Board Dental Hygiene Examination, 2012: 100% pass rate
- Northeast Regional Board Examination, 2012: 100% pass rate

##### Data Collected

- Board scores
- Employer surveys
- Alumni surveys
- Program completion surveys

##### Impact of Findings

- Increase practice with digital X-rays. This demonstrates the need for an additional digital X-ray set-up.
- Increase practice on Dentrax software. Clinic units were computerized this year. Additional training may be needed which will entail a fee.

### **◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

#### ***College Goal #1 - Academic Courses, Programs & Services***

- Installed Piezo Ultrasonic Scalers
- Computerized clinical units: completed
- Dentrax software training for all students, faculty and staff
- Expanded use of ELMO to enhance teaching
- 100% of faculty have completed professional development courses

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

- Critical thinking skills and effective communication are reinforced throughout the curriculum.
- Information and technology literacy will be enhanced through our new Dentrax software and computerized clinic.

- The students hosted a “Cultural Awareness” Luncheon for faculty and staff.

### ***College Goal #3 – Partnerships***

- The department has collaborated with the Nursing department in several activities including the Pediatric Wellness Fair.
- The department maintains three articulation agreements with four-year institutions.

### ***College Goal #4 - Innovation***

#### Technology

- Dentrax software
- Clinical computers
- ELMO
- Video clips on ANGEL Shell

#### Academic Support Services

- Department tutoring and academic support was made available throughout the year.

### ***College Goal #5 – Professional Development***

- All faculty have received Dentrax software training.
- All faculty have completed Continuing Education courses.
- Collaborated with the Nursing department on various activities.

### ***College Goal #6 – Learning Environment***

- Sustainability efforts are on-going including exploring new ways to reduce the use of disposable products in clinic.
- Use of Netbooks for clinical evaluations to reduce the use of paper forms (future initiative).

### ***College Goal #7 – Resources***

- The department secured CTEA Grant funding which allowed the computerization of the clinic.

◆ **OTHER** N/A

◆ **PLANNING: Looking Ahead**

### ***Goals for 2013-2014***

- Install a second digital radiography set-up
- Purchase two dental radiology teaching manikins
- Replace lockers in locker room
- Refurbish clinic waiting room

## DIAGNOSTIC IMAGING AY 2012-2013

*Submitted by: Ron Kopec, Department Chair*

### **Measures: Data & Assessment**

<b>Goal #1: Develop competent and professional radiographers</b>						
Student Learning Outcome	Assessment Tools	Benchmark	Monitoring Frequency	Evaluators	Results	Actions
<p>SLO 1 The student/graduate will demonstrate appropriate positioning skills.</p> <p>SLO 2 The student/graduate will select the correct exposure factors.</p> <p>SLO 3 The student/graduate will demonstrate appropriate radiation protection.</p>	<p>* Lab / Clinical Competency Performance evaluations</p> <p>* Radiography Course examinations Results</p> <p>* Affective Domain evaluations</p> <p>* Employer satisfaction</p>	<p>100% of students will earn a Clinical Competency grade of 80 or higher for all competencies.</p> <p>* 100% of the students will pass all RAD Courses C+ or better.</p> <p>* 100% successful completion of Affective Domain.</p> <p>* 100% employer satisfaction.</p>	<p>Monthly semester / Annually</p>	<p>Clinical Coordinator Clinical Faculty Department Chair</p>	<p>All students met benchmarks</p> <p>Review of Clinical Test Course Syllabi reviewed</p>	<p>Review course content, methods of testing, and methods of class presentations.</p> <p>Revisions to course content.</p> <p>Content.</p> <p>Clinical Technical Exam adjusted</p> <p>Professional Competency revised</p>
<p>SLO 4 Graduates will pass the ARRT examination on their initial attempt.</p>	<p>ARRT results 2011</p>	<p>75% of all graduates will pass the ARRT exam on their first attempt.</p>	<p>Annually</p>	<p>Program Director Clinical Coordinator Faculty</p>	<p>2011 ARRT Exam Pass rate 100% Average score 87% 21 examinees</p>	<p>Revisions to Comprehensive Clinical Test</p> <p>Acceptable performance, continue to monitor</p>



**Goal #2: Demonstrate effective and appropriate communication with diverse ethno-cultural patients and other health care professionals**

<b>Outcome Measures</b>	<b>Assessment Tools</b>	<b>Benchmark</b>	<b>Monitoring Frequency</b>	<b>Evaluators</b>	<b>Results</b>	<b>Actions</b>
SLO 1 Graduates will demonstrate effective communication in their clinical performance.	Clinical comp Evals Lab evaluations. Affective Grade in courses: RAD 105-Lab RAD 106-Lab RAD 107 RAD 108.	* 100% of students will earn a passing grade on all clinical competency exams performed. All graduates will respond positively to question #16 on Graduate Survey	Ongoing	Positioning Lab Instructor Clinical Coordinator Clinical Instructors	Goal achieved Effective communication has not been a problem.	Continue to monitor. Advise students their primary goal is to be prepared as entry level radiographers.
SLO 2 Employers will report graduates are using appropriate communication skills in their clinical performance.	Employer surveys	75% of employers responded to Section 3 Question # 6 on survey	Annually	Program Director Clinical Coordinator	100% of employers responding indicated satisfaction with student preparation.	Continue to monitor. Graduates appear well prepared and are functioning in appropriate professional manner.
SLO 3 Graduates will demonstrate effective written communication skills.	Group presentation & written presentations in RAD 104 & RAD108 Graduate Survey	* 100% of students will respond positively on graduate survey question # 16	* Ongoing * Annually	Program Director Clinical Coordinator Didactic Faculty		Continue to monitor. Clinical affiliates some of our student bilingual capabilities are seen as an asset
SLO 4 Graduates will report that they were well prepared to function with ethnically and culturally diverse population.	Graduate surveys	85% of graduate surveys will respond with above average scores.	Annually	Program Director Clinical Coordinator	Students responding indicated 100% satisfaction	Continue to monitor, however find new means of increasing graduate survey input. I have contacted our Alumni Association for assistance in improving long term follow-up

**Goal #3: Application of appropriate problem solving and critical thinking skills in the health care setting.**

<b>Outcome Measures</b>	<b>Assessment Tools</b>	<b>Benchmark</b>	<b>Monitoring Frequency</b>	<b>Evaluators</b>	<b>Results</b>	<b>Actions</b>
SLO 1 Graduates will demonstrate problem solving and critical thinking skills in their imaging practices.	Lab Evaluation Clinical competency evaluations. RAD 105 RAD 106 RAD 107 RAD 108	100% of students will earn a passing grade in all affective domain evaluations, clinical competency and lab exams performed.	Ongoing	Clinical Coordinator Clinical Instructors Didactic Faculty Program Director	Goal achieved	Continue to monitor. Continue timer in all lab evaluations
SLO 2 Employers will report graduates are using critical thinking skills in imaging practices.	Employer surveys	75% of employers responded to survey with above average scores in critical thinking skills section.	Annually	Program Director Clinical Coordinator	100% of employers responding indicated satisfaction with student preparation	Results due in part to intro of customer satisfaction & all graduates have rotated through Level 1 trauma center.
SLO 3 Graduates will demonstrate effective oral and written communication skills.	* Clinical competency evaluations. * Group Presentation in RTC 107 * Research Paper in RTC 204 Present to NYSSRT	100% of students will earn a grade of 90 or above in all clinical competency exams performed. The course average will be a grade of 75 or higher for both courses.	Ongoing	Program Director Clinical Coordinator Didactic Faculty	Goal achieved	Continue to monitor.
SLO 4 Graduates will report that they were well prepared in problem solving and critical thinking skills.	Graduate surveys	85% of graduate surveys will respond with above average scores.	Annually	Program Director Clinical Coordinator	50% of surveys returned. Of this 100% of students responding indicated 100% satisfaction	Continue to monitor, I have asked the Alumni Association for assistance in contacting graduate

**Goal #4: Provide the basis for professional growth and career development.**

<b>Outcome Measures</b>	<b>Assessment Tools</b>	<b>Benchmark</b>	<b>Monitoring Frequency</b>	<b>Evaluators</b>	<b>Results</b>	<b>Actions</b>
SLO 1 Students will participate in professional societies.	Membership in local society.	100% of students will join NYSSRS & ASRT – student membership	Annually Join first semester	Faculty	100% membership	Continue to monitor and encourage membership.
SLO 2 Students will participate in Professional Growth activities.  SLO 3 Student will be able to summarize current article from <u>Radiology Today</u> each month	Participation in NYSSRS Student X-ray Bowl at Annual Meeting.  All Senior students are subscribed to <u>Radiology Today</u> RAD 216 requires a written summary of an article each month	50% of class will attend annual meeting. Papers written and submitted to NYSSRS essay contest  All students successfully provide written summary of a current article	Annually  Monthly	Faculty  Faculty	100% of class attended NYSSRT student bowl. Two students won 1 <sup>st</sup> & 2 <sup>nd</sup> pl in recent NYSSRS essay contest Majority of students keep up on their professional reading	Encourage and support students to attend. Search for sources of funding for students to attend annual meeting  Continue to offer incorporate written summary into course exam.
SLO 4 Qualified students will be inducted into Phi Theta Kappa, Honor Society	Membership list of Phi Theta Kappa	100% of qualified students will be inducted.	Annually	Program Director	60% of qualified students have joined Phi Theta Kappa	Encourage qualified students List benefits of Phi Theta Kappa Scholarships available towards BS degrees
SLO 5 Graduates will join a professional society.	Graduate surveys	100% of graduates maintained membership in ASRT	Annually	Program Director	100% of graduates responding to the survey have stated that they are members of the ASRT.	Continue to monitor and encourage all graduates to join the ASRT.

## ◆ **LOOKING BACK**

The Department Chair is ultimately responsible for assessing the program's achievement of its mission and goals. The Department Chair accomplishes this with input from a variety of communities of interest. Our Community of interest which also acts as in an advisory capacity is the NY HVRAA, New York Hudson Valley Radiology Administrators Association which is comprised of over sixty imaging centers in the Hudson Valley area. SUNY Orange is the only educational member of this Association.

For the internal review the radiography adjunct and full time faculty meet collectively at the end of every semester. The department also meets monthly for programmatic review and analysis of data as it becomes available, including Educational Outcomes, Organizing Framework, Course Objectives, Course Content, Clinical and Laboratory Objectives along with other unique aspects of the Radiography Program. Faculty is expected to bring data, findings and concerns to the floor for discussions at this time.

Graduation data and surveys are compiled by the Department Chair along with ARRT results and summary.

Student course evaluations, student evaluations of clinical experience, and student faculty evaluations allow for formal student input into the evaluation process.

The outcomes of these monthly meetings generate program change, clarification and planning for the next academic year.

In reviewing program outcomes, all but employment has been met successfully. Our strengths and weaknesses are validated through the process of data collection via graduate survey, employer survey and at times antidotal evidence in the job market.

### **Improved training of Clinical Instructors**

The training of clinical instructors is an ongoing process; we provide a Clinical Instructors Handbook and we are providing didactic course outlines to all adjunct clinical faculty along with ASRT approved Category one credits for Instructor training in order to reinforce the didactic with the clinical performance. What has evolved is a pool of well-trained clinical instructors which are blurring the line between classroom instruction and clinical application. Our clinical instructors challenge our students until appropriate quality behavior becomes a habit.

## SUMMARY

### Significant Activities, Initiatives and Achievements

#### Analysis of ARRT Scores

##### *ARRT Results*

#### *Goal #1 - Develop competent and professional radiographers*

##### Analysis of ARRT Results

	Year	Mean Scaled Score	Pass Rate	Examinees
ARRT Results	2008	86	100%	21
Results	2009	86	96%	27
Results	2010	83	93%	14
Results	2011	87	100%	21
Results	2012	88	95%	22

**Analysis of ARRT Results** show improvement in *Equipment Operations and Maintenance and in Image Production and Evaluation, with the exception of 2010*

*Overall all scores have demonstrated an improvement all the while increasing the number of examinees.*

#### **FINDINGS:**

Benchmark of 7.5 in each of the five content sections of ARRT Exam has been achieved. Employer surveys completed found employers overwhelmingly validated graduate competencies.

#### **ACTIONS:**

Set Benchmark to 8.0 for each of the five content sections of the ARRT Exam.

*(Specific actions listed below)*

- Provide all didactic course outlines to adjunct clinical instructors.
- All clinical faculty must incorporate didactic content into clinical setting, i.e. have students determine grid ratios, calculate exposure factors rather than rely on staff, etc.

#### **Goal #2 - Demonstrate effective and appropriate communications with an ethnically and diverse population**

#### **FINDINGS:**

100% of students will earn a passing grade on all clinical competency exams performed. All graduates did respond positively to question #16 on Graduate Survey.

100% of employers responded favorably to Section 3. Question #6 on Employer Survey indicated satisfaction with student preparation.

**ACTIONS:**

Continue to monitor. Graduates appear well prepared and are functioning in appropriate professional manner.

Continue to monitor Clinical affiliates. Some of our student bilingual capabilities are seen as an asset

***Goal #3 - Application of appropriate problem solving and critical thinking in the health care setting.*****FINDINGS:** *Need for Understanding the Current Health Care Paradigm*

Employer Survey and informal interviews with department heads indicated a need for staff technologist who understands the importance of “Professional Development”.

**ACTIONS:**

A Master Plan for developing Professionalism and Critical Thinking skills was developed, reviewed, presented to faculty and published (*see Affective Domain Master Plan*) in our student handbook. Class activities and objectives are developed by each instructor semester by semester with these phases in mind. It is up to the individual instructor to utilize these phases in their teaching and evaluation process, so as to facilitate learning experiences which will permit progress in the described area.

All surveys are conducted through Survey Monkey. Introduce Customer Satisfaction into the curriculum. Employers responding indicated an improvement in the overall level of preparedness of our graduates. The curriculum now includes the economics of decision making in Imaging departments. This gives the graduates an understanding of the driving force, data required, and the process of decision making in the profession they have chosen as a career.

***Goal #4 - Provide the basis for professional growth and career development*****FINDINGS:**

Although our graduate surveys reflect a positive employment rate, many of our graduates are receiving full time hours as per diems or being hired part time at several imaging centers. Most employment, we are finding, is in physician’s offices, HMO’s diagnostic imaging centers, and freestanding clinics. This trend reflects increased competition for patients, and a shift toward outpatient care, and technological advances that permit procedures to be performed outside the hospital setting.

**Employment opportunities are greatest for technologists that are “multi-skilled.**

Although hospitals are experiencing unprecedented pressure to keep cost under control, and some departments are being cut back or eliminated altogether, that is not generally the case with facilities employing the more productive, multi- trained technologist.

**ACTIONS:**

The expectation of multi-skilled technologists was identified in the Spring program review process, Graduate Surveys and Employer Surveys. The skills most department managers desired as expressed were a familiarity with: CT, EKG, and Venipuncture.

Our last clinical rotation now allows for students to choose a modality which they may spend up to four weeks in clinical rotation. Additionally, we have established in partnership with our Continuing and Professional Education department CT Online Basics, CT Clinical Training rotations, Nuclear Medicine Program for Technologist, and a Venipuncture Certification Program. Our graduates are enrolling in these courses immediately upon completion of their RT training and many of our graduates along with other staff technologists are enrolling to upgrade their skills.

**ADDITIONAL FINDINGS:**

*Student's knowledge is not reflected by classroom exam scores*

Upon analysis, it has been found the student who has a “problem testing” actually changes answers, reads too quickly, misses key qualifiers in the stem, and has difficulty eliminating choices based on qualifiers.

**ACTIONS:**

Reinforcing test taking strategies and techniques [i.e. identify qualifier, not changing answers, eliminating distracters in stem and amongst choices, identifying what the question is really asking and what principles apply] with every post-examination review is, in fact, building confidence in the student's ability to have the exam results more accurately reflect their knowledge of content rather than their reading ability. This technique is also most useful in developing the students' critical thinking skills.

The faculty will continue this practice in every Radiography course taught including clinical performance evaluations and film critique as well as didactic courses.

Resultant to the changes made, overall scores, percentage of examinees passing, and the number of graduates from the program have shown improvement.

Replace some of our Adjunct Clinical Faculty which failed to meet our standards of professionalism. Many of these newer adjuncts are for the most part experienced alumni of our program.

These former graduates share an enthusiasm for acquiring and presenting knowledge as evidenced by their willingness to accept this position, acquire the appropriate teaching methodologies and computer skills.

They are more than just clinical instructors to our students; they represent more of a “mentor” and role model. Someone that does in fact know what our students are going through, have experienced the adversities and emerged successful.

Often times the Adjunct Clinical Faculty are resource personnel for the Imaging Department, not only providing a valuable service to our students, but also to our graduates when newly employed.

**Improvement Processes Implemented**

- Test taking strategies incorporated into the first year course work.
- Put Medical Terminology RAD 219 online rather than being taught in our

- Classroom/Lab. Allowing students more access to our lab, thereby improving our on-campus classroom/lab facilities and availability.
- Revisions of Clinical Rotations Schedule to improve competency outcomes, and allowing greater exposure to different imaging modalities.
  - Revised course content to incorporate Professionalism and Critical Thinking skills throughout our curriculum and evaluative process.
  - Revised Employment Survey Form, Graduate Survey Form, Exit Interview process, and utilized Survey Monkey for an improved response rate.
  - Removal of “Formative” evaluations which were not graded and acted as another layer of the evaluation process.
  - Upgrade of our Classroom/Lab, to include three upgraded computers for student use, one upgraded computer for faculty use, classroom internet access, SmartBoard and upgraded overhead projector.
  - Development of Departmental Adjunct Faculty Handbook.
  - Participation in Hudson Valley Imaging Professional Association and hosting of Professional Seminars, Continuing Education Category A one day seminars, including Venipuncture in our curriculum and offering a Venipuncture Certification Course for Imaging Facilities wishing to train their staff.
  - Offering a 25 hour CT Online Course.
  - Offering a CT Clinical Training Course over a two semester period.
  - Offering a one year Nuclear Medicine program for Technologist which includes PET Scanning.
  - Revision of Student Handbook.
  - Revision of Clinical Competency Evaluation Forms, and in MS Access format.
  - Conversion of all departmental Clinical Evaluations to electronic evaluations completed on NetBooks significantly reducing paperwork, and evaluation scoring errors.
  - Addition of two new Clinical Affiliates, St. Francis Medical Center and Vassar Brothers Medical Center.
  - Restructuring of clinical coverage in response to loss of Hospital Grant Funding.
  - Methodologies of clinical supervision and evaluation training of Hospital Clinical Instructors and staff by our adjunct clinical faculty and Clinical Coordinator.

◆ **PLANNING: Looking Ahead**

List and describe your goals for Academic Year 2013-2014

***Program Concerns and Plan for Implementing Improvement***

- Revise Admission Criteria - utilize HOBET composite percentile score
- Removing Psychology 102 as a required course and replacing it with any Social Science course which meets the SUNY requirement for 6 hours of Social Science.
- Initiate an MRI Certification Program
- Initiate a Mammography Program



## **LABORATORY TECHNOLOGY AY 2012-2013**

*Submitted by: Rosamaria Contarino, Department Chair*

### **◆ LOOKING BACK**

Once again, the 2012-13 academic year was a very busy year for the department. The department graduated one of its biggest classes in Medical Laboratory Technology. The department also sent major curriculum changes to SUNY and NYSED for approval for licensure of the MLT program. Beginning in the Fall 2013, the name of the department will be changed to the Clinical Laboratory Science Department.

### ***Academic Year Goals***

- Submit required documentation for approval to SUNY and NYSED so that the Medical Laboratory Technology Program will be registered in the future for licensure purposes in NYS. *This has been done and the department and College are awaiting approvals.*
- Implement the approved curriculum changes to the Medical Laboratory Technology Program (schedule, website, catalog, handbooks, etc.) so that they will be in effect for the Fall 2013 semester. *Class schedule has been created for the fall to reflect new changes. The catalog has been updated with the new curriculum information. The website will be updated over the summer or in the early fall and the handbooks for the department will be revised over the summer.*
- Update department website with new curriculum changes for the Medical Laboratory Technology Program and the departmental name change. Update Phlebotomy Program information. *Expect to complete these changes over the summer or early fall.*
- Discuss and develop a process for the Phlebotomy program students to apply for the program through the Admissions Department. *With the resignation of Rohan Howell, this has been postponed until a new director is hired.*
- Research, create and seek approval for a Microbiology course for the Nursing students that will transfer to four year colleges. *Will begin to work on in the summer and early fall.*

### ***Measures***

- The Medical Laboratory Technology Program graduated a large class this academic year with 15 graduates. As of this date, two students have been hired. The class of 2012 had 11 graduates. 6 of these students sat for the ASCP National Certification/Licensing Exam and all passed. 7 of these students are employed, most in Hudson Valley healthcare facilities.
- This academic year, the department had 16 graduates from the Phlebotomy Program. Last year, there were 22 graduates. 6 students sat for the ASCP National Certification exam and all passed. Several are working in Orange County Health facilities and some are continuing their education in either Nursing or Radiologic Technology at SUNY Orange.
- Graduates from the program are being hired by local healthcare facilities and are important to the delivery of healthcare to our immediate community. Students who do choose to sit for the licensing and certification exams have been successful and

the department will continue to maintain its high standards so that this trend will continue.

◆ **COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

***College Goal #1 - Academic Courses, Programs and Services***

The curriculum committee approved changes to the Medical Laboratory Technology course sequence in the spring 2012. These changes were required for compliance with the NYS Licensure Law for Clinical Laboratory Professionals. The program required more clinical hours (a minimum of 300 hours) which were added in the last semester of the program. While the department was planning for these additional hours, the department revisited student suggestions made on course evaluations which suggested more lecture time in Hematology and an additional hour of lab time for Immunology. The Fundamentals of Medical Physiology 2 course was renamed Urinalysis and Body Fluids to reflect the true teachings of the course. Another suggestion made by students and faculty was the addition of a capstone course called Clinical Applications and Review. The review course is designed to give students a quick overview of all professional courses with case studies and presentations. Unfortunately, to make room for the additional credit hours for clinical training, the department had to eliminate technical writing from our curriculum. Two instrumentation courses were also eliminated and the course material will be absorbed in the professional courses. All of these changes were approved by curriculum and sent to SUNY and NYSED in February 2013. We are currently awaiting approval.

Along with all of the curricular changes, the department decided to change its name from Laboratory Technology to Clinical Laboratory Science. The new name reflects the teachings of the department and will help us not to be confused with other departments with Technology in their name.

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

The students enrolled in the Laboratory Technology department are culturally diverse and come from a wide variety of ethnic backgrounds. Within the curriculum, students learn about disease states that occur in various parts of the world due to climate, degree of sanitation and various genetic factors. Students are also exposed to various cultures and their practices while working with patients in their clinical training experiences. They must abide by confidentiality and HIPPA standards and perform their work in an ethically and in a professional manner.

***College Goal #3 - Partnerships***

The scheduling of clinical training was a major challenge this year. Many of our clinical affiliates are experiencing staffing shortages and are unable to fill vacant positions due to budget freezes. However, throughout the academic year, the department chair worked diligently and creatively with the clinical affiliate coordinators and with all of this effort, all students completed the required hours and rotations. Most clinical affiliates took on more students than usual and those with Blood Bank and Microbiology revised schedules so that they could accommodate our students. The department could not have graduated all of these students without their dedication and help. The students were also very cooperative and completed their rotations on a Friday or over a break so that all students could get the rotations done. This was truly a team effort and had a very positive outcome.

The clinical affiliates are also very helpful in accommodating our phlebotomy students and are always willing to work with the students so that they can complete the required hours.

Furthermore, when positions are available and can be filled, many of our students get their first jobs at one of our clinical sites. The clinical sites feel that our students are well trained and prepared for certification or licensure.

In addition to the partnerships the department has with clinical training sites, the department chair collaborates with various departments on campus. The department chair works very closely with the nursing staff in the Wellness Center to monitor progress on physicals and sending reports to the various clinical training sites. A nurse from the Wellness Center comes to every new student orientation/registration meeting to discuss the requirements for the physical.

The Chemistry Department faculty continue to modify learning objectives for the Applied Chemistry and Clinical Chemistry courses so that the courses are supportive to the Med Lab Tech student needs.

The department continued to work with Patricia Colville of the English Department who has taught the Technical Writing for the MLT students. Unfortunately, we will not be able to continue to offer this program to the MLT students but the English department is willing to continue to assist our students in writing procedures as needed.

The department continues to be a service department to Nursing, Dental Hygiene and Business. Microbiology is offered to Dental Hygiene and Nursing students. The Nursing and Laboratory Technology department will meet soon to develop a four credit Microbiology course that will transfer to four year institutions as the Nursing students pursue their BSN. The Business Department has their Medical Office Assistant students take Fundamentals of Medical Physiology. A few years ago, a special section was developed to accommodate the needs of these students and was offered in the spring semester which worked best with their schedule.

#### ***College Goal #4 - Innovation***

Clinical training for the spring was again scheduled so that the students did not need to return to campus for classes in the afternoon. This allowed the clinical training sites more flexibility and options so that they could support our students while experiencing staff shortages. This change has also helped the students to better focus on their studies and their clinical training experience without having to shift gears. With a large number of students in clinical this semester, this schedule adjustment allowed the students flexibility in completing all of the required rotations. Students were able to stay 8 hours each day instead of 4 and were therefore able to complete their rotations more quickly. This allowed the clinical facilities to take more students which was extremely helpful with this large class, especially in areas such as Blood Bank and Microbiology which are not offered at all clinical sites.

Due to these harsh economic times, more students are entering the program on a part-time basis. Completing the MLT program in three vs. two years gives students the ability to continue working and still be able to focus on their studies.

Department labs are always available to students for additional study as long as there is supervision and a class is not scheduled.

The Fall 2013 schedule was changed to implement the curriculum changes made and was modified so that students would not be sitting in the same lecture class for two hours at a time. Previously, clinical chemistry, microbiology and blood banking each had two hour or two and a half hour block lectures. For Fall 2013, the courses have been split over two days so that students can learn less material at a time and so that if they experience a problem with understanding the material, they are able to seek assistance prior to the next class. Students seem to have a lot of outside distractions and are not as focused. It is hoped that this change will help students to better master the material in their professional courses which are the type of courses that builds on previously taught material.

Departmental faculty will continue to use Angel in their courses and to provide students additional resources to explore online.

#### ***College Goal #5 - Professional Development***

All full time and part time faculty were sent an e-mail to request their continuing education and professional development activities.

The entire department participated in the We Comply educational component required by the College. Department adjuncts who work in local hospitals completed continuing education modules at their respective facilities.

A few adjuncts had significant achievements in terms of professional development. Cynthia Morrison, an evening adjunct and alumnus of the program completed an MBA earlier this year. Clifford Rosenberg, an alumnus and adjunct, is currently working on a master's degree in health administration at the University of Cincinnati. Edward Krotin, an adjunct who primarily teaches microbiology for the department has completed 15.25 hours of microbiology continuing education as of 12/31/12.

Rosamaria Contarino participated in the Designing and Teaching a High-Impact Capstone course offered through the Center for Teaching and Learning. She is also completing a few at-home study courses required to renew her ASCP Certification with the Certification Maintenance program.

#### ***College Goal #6 - Learning Environment***

The department continues to offer courses at both the Middletown and Newburgh campuses. Both facilities operated efficiently this academic year.

#### ***College Goal #7 - Resources***

The department managed to offer all courses and all of its programs without any significant increase in the budget. Monetary resources were adequate this year due to careful planning and budgeting. We did experience a noticeable loss this spring with our technical assistant Marie-DeFazio Schultz being out on maternity leave. Both the Biology and Laboratory Technology Departments were down one full-time position in the technical assistant area. Although the departments and faculty did manage, the work of an efficient full-timer was greatly missed and although the other two technical assistants worked extremely hard to fill

the gaps, it is difficult to do all of the work of a full-time person. We are all glad to have Marie back and the departments are running smoothly again.

Although the department managed this year, it is difficult to run departments on a shoestring budget for long periods of time. There is no room in the budget to plan for emergency situations and unforeseen increases in pricing. Also, with our full-time technical assistant being out on maternity leave, the department saw the effects of how important it is to maintain a high level of personnel, the human resource. People can become ill or incapacitated at any time and without enough faculty or personnel, a department can only cover for so long without devastating effects.

The department has a resource in our clinical sites who will donate expired reagents and supplies that they cannot use on patients but we can use as teaching tools. Also, through clinical training, the students are able to observe tests and equipment which are extremely expensive for the College to purchase.

◆ **PLANNING: *Looking Ahead***

***Goals for Academic Year 2013-2014***

- Continue to implement the departmental name change from Medical Laboratory Technology to Clinical Laboratory Science.
- Continue to implement the approved curriculum changes approved for the Medical Laboratory Technology degree so that it can continue to be license qualifying.
- Prepare self-study report for the Phlebotomy program re-approval and possible site visit.
- Discuss with Admissions a plan to improve the Phlebotomy admissions process.
- Continue to investigate possible clinical sites for Medical Laboratory Technology and Phlebotomy programs.
- Revise the current General Microbiology course by creating a specialized laboratory section for students who are in Nursing and other health professions programs that need to transfer Microbiology to four year institutions.
- Create a plan to modernize and renovate current Biology labs once vacated so that they can be used as additional microbiology labs.
- Continue to purchase modern laboratory technology equipment to support the Medical Laboratory Technology program and keep it current.
- Create a plan to renovate and modernize the former electron microscopy labs (BT 300-304) so that they can be utilized as a smart classroom/lab and additional office space.

## **MOVEMENT SCIENCE AY 2012-2013**

*Submitted by: Sheila Stepp, Department Chair*

### **◆ LOOKING BACK**

#### ***Academic Year Goals 2012-2013: Significant Activities, Initiatives and Achievements***

- Began SO FIT
- Design an assessment plan to meet the needs of program accreditation
- Complete the Public Health Degree Proposal
- Hosting a Fitness Instructors & Wellness Expo
- Focusing the Concepts of Physical Wellness course
- Received a grant for a pool lift

#### ***Measures: Data & Assessment***

- Designed SLO grids for the exercise science degree and each course
- Anecdotal analysis of activity classes- asked student if they would take a PES if not required, what other activities would they like to see
- Completed the program review Spring 2013
- Implemented the PES activity class grading rubric

### **◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

#### ***College Goal #1 - Academic Courses, Programs & Services***

- Based on program review we have begun a thorough review of all courses in the Exercise Studies Major and will continue through Fall 2013.
- We are considering program name, course sequence, co-pre-requisite changes.
- Work has begun on new course design to replace the contemporary health and substance abuse courses
- Working on an admission orientation to the Exercise Studies major.
- Began an essay review for all students requesting a major change and implemented an interview process where they are better informed of what is expected of them and how they are able to contact the department for assistance.
- Began student advisement early in each semester- this gave us the opportunity to get to know the students and NOT just do their schedule and give them a pin at registration time.
- Capstone registration now requires a meeting with the instructor and the completion of a letter of intent and an interest form. The students are in contact with the instructor over the summer to narrow their topic and project ideas.

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

- All the PES courses continue to cover several areas of awareness- environmental, social, and global responsibility.

- All PES 100 classes offer a variety of accommodations for students by individualizing the fitness assessments and programming
- Open facility hours increased on both campuses to enhance work-out/fitness opportunities
- Pool equipment was purchased to allow for differently abled individuals to participate
- Class offerings have been spread out over the week, including early AM, evenings, Saturday as well as Hybrid & DL

### ***College Goal #3 - Partnerships***

- Work with CAPE to share facilities and offer Personal Training & Learn to Swim classes
- Developed a 5K run for Autism-raised over \$1000.00
- Assisted with the Newburgh Wellness Fair, Pediatric Wellness Fair, and the Middletown Wellness Fair by working with the Wellness Center and Nursing Department
- Earned a grant for a Campus Walking Program- later lost
- Earned a grant for a pool lift
- Developed a fitness program for bariatric patients by working with the Tri-State Bariatric group
- Offered a concussion training program with the Orange County Head Trauma Association
- Offered CTL training session on Clicker in the Classroom
- Served on search committees, College Governance and co-chaired a Middle States review.

### ***College Goal #4 - Innovation***

- Used Body Visible and Coaches eye applications for Human Movement
- Reviewed the classes on the developmental list, reviewed the course requirements and met with faculty of other departments to ensure requirements were appropriate.
- Again offered a wide variety of classes in every time slot- AM, Evening, both campuses, at Port Jervis & on weekends
- Faculty iPad Program

### ***College Goal #5 - Professional Development***

- Faculty attended CEU sessions to maintain current ACSM certification
- Attended the NYSUT graduate class
- Planning a Fitness Instructor & Wellness Expo to offer continuing education credits for faculty, students and the community
- Served as a reviewer on three textbook development

### ***College Goal #6 - Learning Environment***

- Painted the pool walls, replaced the ceiling tiles and pool pump
- www.myfitnesslab or all PES 100
- Smart stations in Rooms 222 & 223 & HPL

- Expanded the HPL with a student study area

***College Goal #7 – Resources***

- Applied for and received two grants
- Resurrection of the Exercise Studies club- offer fund raising opportunities

◆ **OTHER** N/A

◆ **PLANNING: *LOOKING AHEAD***

***Goals for Academic Year 2013-2014***

- Offer SO FIT at both campuses in an improved method/ Make it a regular part of the College
- Begin to offer CEU's for a variety of different classes to bring from outside groups
- Exercise Studies accredited – begin the process
- Run the first Public Health class
- Explore a community fitness/wellness collaboration opportunities



## **NURSING AY 2012-2013**

*The 61<sup>st</sup> year of the Associate Degree Nursing Program*

*Submitted by: Patricia Slesinski, Department Chair; Alice Coburn, Interim Assistant Chair and Ilene Castaldo, Newburgh Coordinator*

### **◆ LOOKING BACK**

#### ***Goals: Significant Activities, Initiatives and Achievements***

- Educate a technologically competent graduate nurse.  
This continues to be a goal of the department. Students in the program need to have access to current technology and therefore need to have experience using electronic medical records.
- Provide nursing administrative oversight on the Newburgh Campus.  
This goal has been achieved with the support of College administration. The Newburgh Coordinator position was created and a faculty member is now serving in that role.
- Establish educationally sound clinical learning placements.  
This continues to be a goal in light of increased student retention. We are looking to use simulation and other modalities to provide clinical learning experiences.
- Increase student retention rates.  
This continues to be a department goal. The tutoring and advising center as well as simulation has assisted in improving retention rates.
- Review the nursing curriculum in light of current health care practices and expectations.  
Faculty continue to review the curriculum through their participation in NLNAC sub-committees where they work on updating curriculum according to evidence based practices.

#### ***Measures: Data & Assessment***

#### **ASSESSMENT RESULTS**

##### **RETENTION of STUDENTS:**

Nursing 1, Fall 2012 began with 125 students, ended with 101 students (80.8% retention rate)

Nursing 1, Spring 2013 began with 24 students, ended with 23 students (95.8% retention rate)

Nursing 2, Fall 2012 began with 23 students, ended with 19 (82.6% retention rate)

Nursing 2, Spring 2013 began with 102 students, ended with 91 students (89.2% retention rate)

Nursing 3, Fall 2012 began with 79 students, ended with 77 students (97.5% retention rate)

Nursing 3, Spring 2013 began with 20 students, ended with 20 students (100% retention rate)

Nursing 4, Fall 2012 began with 16 students, ended with 16 students (100% retention rate)

Nursing 4, Spring 2013 began with 78 students, ended with 64 students (82% retention rate)

**NCLEX PASS RATE:**

Day first time pass rate May 2012 = 96.3%

Evening first time pass rate May 2012 = 93.8%

Day first time pass rate December 2012 = 100%

**PROGRAM COMPLETION RATE:**

Middletown 3 year: 53%

Newburgh 2 year: 58%

**GRADUATE EMPLOYMENT**

Students continue to have difficulty finding employment in acute care facilities. Hospitals are seeking Magnet status, which requires 80-90% of the Registered Nurses to hold a BS in Nursing. In addition, on a national level, the Institute of Medicine initiative sets a standard for 80% of Registered Nurses to have a BSN by 2020. It is imperative that we continue to seek dual enrollment with public and private institutions of higher education. Alumni survey results indicate that of those that responded 75% have found full-time employment and 25% part-time employment in nursing within one year of graduation from the nursing program. However, employment opportunities are in community health organizations and long term care facilities, not acute care facilities where most students seek to be employed.

**◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS*****College Goal #1 - Academic Courses, Programs & Services***

- The NLNAC sub-committee for mission and administrative capacity has reviewed and submitted to the faculty revisions to the program philosophy that align with the governing organization.
- The NLNAC sub-committee for curriculum continues to review the curriculum according to contemporary nursing practice. The committee has revised the student learning outcomes and program outcomes in light of the changes to the program philosophy.
- These changes were made to reflect changes in contemporary health care standards such as IOM, QSEN, SBAR, ANA, Team STEPPS.
- In the Spring of 2013, Pharmacology and the Human Body became a required course in the program. We will be assessing the impact of this change to our curriculum by examining student retention rates and improved NCLEX performance in the area of Pharmacology.
- In the Spring of 2013, we utilized the New York State Child Protective Services program to update our curriculum for the requirement needed for RN licensure. The students completed a combination online course with a webinar for Mandatory Child Abuse reporters and received a certificate of completion to present for their RN licensure.
- A number of faculty piloted reflective student journaling in clinical to enhance student self-learning of their clinical performance.

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

- Term paper (Nursing Process Paper) – The Nursing Process, which is part of our conceptual framework, teaches the student to think in a systematic way. Patient

- data is collected and analyzed, problems or patient's physical and psychological needs are identified and a plan of care is made. Using this process facilitates reasoning and assists the student to critically think and develop clinical judgment. We are developing a rubric to assist full- and part-time faculty in more consistent grading of this assignment. One faculty member participated in the college-wide Information Management General Education Assessment. The nursing process paper assignment was reviewed by the college-wide committee using a rubric following the Association of College and Research Libraries (ACRL) standards.
- Weekly Nursing care plan papers that the learner submits are used to enhance critical thinking and reasoning skills.
  - Faculty work as a team in blueprinting of all examinations to include higher level questioning to facilitate thinking and analysis of information.
  - To enhance communication, nursing students are invited to attend faculty department meetings on a monthly basis.
  - The nursing department schedules meetings with chairpersons of departments that provide courses that support the nursing program.
  - In 2013-14, we will continue the dialogue to make a program change to General Microbiology (4 credits) from Microbiology for the Health Professional which is more transferable. This change is in alignment with the need for our students to continue to the BSN level.
  - Students attended Lobby Day, April 2013 in Albany, New York sponsored by NYSNA (New York State Nurses Association) and visited the legislature concerning nursing initiatives currently before the legislature.
  - The Middletown nursing club members were involved in several charitable activities including the American Heart Association Walk and the breast cancer walk. They adopted a family in the campus adopt-a-family program.
  - A nursing club was formed last year on the Newburgh Campus. They were involved in the March of Dimes Walk. They hosted a blood drive for the Bon Secours Hospital System and assisted with the blood drive for the New York Blood Center.
  - The nursing club students on both campuses planned and implemented a Pinning Ceremony for the nursing graduates to recognize their achievement of becoming graduate nurses. Pinning ceremonies took place for the first time in December on the Newburgh Campus and for the 25<sup>th</sup> time in Middletown. Both clubs sponsored speakers on current health topics periodically during the year.
  - The Newburgh Nursing 4 students participated in the 2012 Fall Health Fair, presenting information to the general SUNY Orange students on various health related topics.
  - The Middletown Nursing 3 students participated in the Pediatric Wellness Fair organized by the Nursing 3 level coordinator. This event was attended by local elementary school children as well as our Lab School children. This fair is a collaborative experience for all health science students for teaching projects related to health promotion and disease prevention.

### ***College Goal #3 - Partnerships***

- The Nursing 3 students utilized the College's Morrison Lab School for part of their clinical pediatric rotation. We also added the use of the AHRC School in New Windsor to enhance their experience with children with special needs as part of their pediatric clinical experience.

- We continue to collaborate with partners in higher education. We established an articulation agreement with Adelphi University. We are exploring dual admission agreements with SUNY IT and SUNY Binghamton.
- We met twice a year with representatives of Orange-Ulster BOCES, Mount St. Mary College, Sullivan County Community College, and Sullivan BOCES to share scarce clinical resources in the county.
- The Maternal Infant Services Network (MISN) continues to be an educational partner and students have an opportunity to work and learn in a peer educational program.
- The Nursing department advisory board meets annually. Members of the board are local health care organization nurse leaders who provide input into future direction of the program in terms of graduate's ability to meet employer needs.
- Discussions continue between SUNY Orange and ORMC to offer High Fidelity Simulation experiences to provide training and validation of staff nurse competencies.
- The Nursing department conducts tours for local high school students that highlight the educational opportunities on both the Middletown and Newburgh campuses.
- The Nursing department recently was awarded a 3 year SUNY High Needs Nursing Grant. The purpose of the grant will be to collaborate with SUNY Binghamton to provide upper level nursing courses using interactive video technology. In addition, the grant will provide for mentorship of nurses continuing their education and clinical skills training opportunities for nurses to enhance their marketability.

#### ***College Goal #4 - Innovation***

- The Nursing faculty continue to collaborate with the Advising office in offering Pre-Nursing Advising Sessions. We also offer group advising for students in the program and each faculty member meets with pre-nursing students for one-on-one advising sessions as requested by the advisee. Each nursing faculty member has approximately 60 advisees. Upper level nursing students mentor incoming freshmen and pre-nursing students informally. A mentoring culture continues to be developed for both faculty and students.
- The Tutoring and Advising Center and Skills Lab continue to see over 100 students per week to promote academic advising, test taking strategies and clinical support. In addition, formal peer tutoring is provided. The Tutoring and Advising Coordinator oversees and plans the peer tutoring schedule to meet student needs.
- Support Module for all Nursing courses continues to be offered on both campuses.
- Kaplan Nursing testing services continue to be used. Students are advised to use the focused reviews to identify areas they need to study. There is also an extensive bank of remediation information linked directly to the questions where the students can receive immediate feedback to assist their learning. Nationally normed tests are provided by Kaplan Nursing and have been integrated throughout the nursing curriculum.
- The Clinical Coordinator assists faculty in the clinical setting with students who have demonstrated clinical weaknesses. The Clinical Coordinator also mentors new full-time and part-time clinical faculty and provides support for clinical faculty who have not completed their education to the master's level.
- Simulation, the latest clinical educative tool, has been expanded to include both campuses and incorporated into every nursing course. Scenarios are updated based on review of curriculum needs identified in Kaplan testing results and from National

standards such as the Acute Care National Patient Safety Goals. Simulation provides the students with needed clinical experiences that are becoming more and more difficult to accommodate due to shrinking clinical resources in the geographic area.

- All faculty use Angel shells for coursework and are engaged with using Elluminate/Collaborate and other more sophisticated tools of the system.
- The Nursing Department continues to assist the Library with book selection for the Health Sciences.
- We continue to collaborate with the librarians in offering updated videos. Through the Library our students now have access to online 'streaming' videos that they can view from anywhere.

#### ***College Goal #5 - Professional Development***

- All faculty (100%) participated in continuing education. They participated in webinars, conferences, seminars, and reading materials with CEs provided.
- All faculty are trained to use Angel and attend trainings offered by CTL.
- Many faculty are engaged with an online free training webinar sponsored by the NYS Board of Nursing for clinical instruction and utilize Magna Commons.
- Maternal Infant Services Network (MISN) continues to offer free conferences for our faculty and students each semester on topics related to women and children's health issues.
- Part-time faculty are currently working in the healthcare field and teach students based on the most current practices. There is open and ongoing communication with part-time faculty. This year a faculty Angel shell was created. In addition, part-time faculty have access to the student laboratory Angel shell. The lab and faculty Angel shells include all current lab and clinical teaching materials, course syllabi, and classroom materials.

#### ***College Goal #6 - Learning Environment***

- All nursing courses are offered in a web-enhanced format and planning of additional online/hybrid nursing courses and electives are contingent upon the curriculum changes, philosophy and faculty availability. All teaching materials are available to students using Angel.
- Testing where feasible was given by computer. This occurred primarily on the Newburgh campus where computer labs were more freely available and the number of students to serve is considerably less than on the Middletown campus.
- On the Middletown campus limited online testing was done. The Nursing department has collaborated with the Applied Technologies department to use computer labs as and when available.
- Recycling bins and boxes continue to be used.

#### ***College Goal #7 - Resources***

- In collaboration with IT, an inventory is being performed of department computers and laptops. Several are outdated and not able to meet new programming requirements. A replacement program college-wide is being prepared.
- There is an urgent monetary need for repair or warranty funding for the high fidelity simulators currently in use.

- Five instructors participated in the Faculty iPad Program and have attended CTL offerings related to this technology. The instructors involved in this program found it to be educationally advantageous particularly for instructional purposes in the clinical area.
- To keep abreast of industry standards our instruction must include EMR (electronic medical records). Funding for this has been requested through the PIP system and was approved for the 2013-14 AY.
- The department uses Angel as a communication tool. A faculty shell has been created to keep faculty informed within the department. All departmental documents are stored here for easy access.
- Space limitations are still an obstacle. It is hoped that with the completion of the new building on campus, space will become available in the Bio Tech building for a computer lab for online testing, larger skills lab space, storage space, increased office space and a larger area for the Tutoring and Advising Center. On the Newburgh campus storage and an area for a skills lab has been identified as a need.
- The number of clinical sites for our students continues to be a challenge, due to increased enrollment at all local academic nursing institutions. Due to the shortage of clinical sites, we have begun to offer full day and Saturday clinicals. Faculty have voiced concern over the one day clinical in Nursing 2 as not being as educationally effective as the two day clinical.
- Faculty continue to be assigned on both campuses due to the amount of Junior, untenured faculty and the demand of specialty areas – Obstetrics, Pediatrics, Intensive Care and Psychiatric Nursing.
- Our retention rates continue to be an area of concern. The Tutoring and Advising Center increased skill hours for teaching and remediation of clinical skills have played a role in improving retention rates. These initiatives were funded by the SUNY High Needs Nursing Grant. The focus of this grant changes in 2013 and the Nursing Department will need to find another avenue to fund the Center.

#### ◆ **OTHER**

This year a PowerPoint presentation was created that all pre-nursing students will be able to view and answer post-questions via Survey Monkey from an off-campus site via the internet. Students will have the ability to generate a certificate of completion that they can present to admissions as proof that they have participated in the online orientation. The certificate will be valid for 3 years from date of issue along with their health professions application. The online PowerPoint presentation will be beneficial to working parents and college students who have a conflict with the live orientation as currently scheduled. A greater number of students will be served. The non-traditional student will find this more convenient.

#### ◆ **PLANNING: *Looking Ahead***

##### ***Goals 2013-2014***

- Graduate a technologically competent nursing student who can achieve program outcomes.
- Establish dual enrollment agreements that meet the higher education needs of graduate nurses.

- Provide quality clinical instruction through creative modalities. (Simulation, Morrison Lab School, AHRC)
- Utilize high quality tutoring, faculty advising and other initiatives to increase student retention rates.
- Enhance mentoring of nurse educators to ensure retention, role development and achievement of learning objectives.
- Collaborate and establish partnerships with public and private agencies to achieve program outcomes.

### **SUMMARY**

The faculty wishes to thank the administration for its continued support of the nursing program this academic year. The faculty also wishes to thank all the College departments that support the work of the Nursing department – particularly Admissions, CAPE, Morrison Lab School, Student Support Services, Wellness Center, Library, Office of Educational Partnerships, The Office of institutional Advancement and Academic Affairs.

## OCCUPATIONAL THERAPY ASSISTANT AY 2012-2013

Submitted by: Flo Hannes, Department Chair

### ◆ **LOOKING BACK**

#### **2012/2013 Academic Year Goals & Progress Status**

- Increase skills lab practice opportunities: **Ongoing**  
*The OTA Lab has been reorganized to permit students to utilize all equipment for skills lab practice sessions.*
- Add research components to increase knowledge of evidence-based practice: **Ongoing**  
*Evidence-based practice article reviews have been added to 4 OTA courses.*
- Offer OTA certification examination review courses: **Ongoing**  
*Certification review components have been of interest in OTA 203-Clinical Reasoning Review sessions will be offered to 2013 graduates during July and August*
- Introduction to Assistive Technology – Spring 2013 Special Topics Course: **Completed**  
*OTA 110-Introduction to Assistive Technology will be offered in Fall 2013 as a 3-credit elective course for OTA students and a continuing education option for community*
- Post-secondary Educational Program (**College Learning Circle**): **Ongoing**  
*Recommendations to develop a SUNY Orange Post-Secondary Program for Individuals with Intellectual Disabilities are being developed for presentation to VPAA and AVP for Health Professions.*
- Enhanced CART Collaboration with SUNY Orange Accessibility Services: **In Progress**
- Open CART lab hours for SUNY Orange students and community members: **In Progress**  
*Open AT lab hours initiated on Middletown and Newburgh campuses. Utilization was low. Increased awareness and promotion will be enhanced for the Fal 2013.*
- Initiate a CART presence on the Newburgh Campus: **Pending**  
*Floor Plans and Program Descriptions submitted to President, VPAA and AVP for Health Professions*
- OTA Program Theater Production Group to perform the “Luckiest Penny Musical” on the Newburgh Campus - Fall, 2012: **Completed, 100 attendees**
- 3<sup>rd</sup> Annual AT EXPO: **postponed until Spring 2014**

#### **Measures: Data and Assessment**

##### Assessment Results:

National Board for Certification in Occupational Therapy Examination, 2012: Pass Rate: 85%



Data Collected:

Certification Exam Scores

Program Evaluations: Employer & Alumni Surveys, Student & Instructor Course Evaluations  
Faculty Curriculum Review

Re-Accreditation Self-Study Process

Impact of Findings:

Methodology to raise certification examination scores:

Review examination results and focus on low score areas

Recommendations: online practice exams, exam preparation, review sessions

◆ **COLLEGE GOALS, STRATEGIC PRIORITIES, & INSTITUTIONAL EFFECTIVENESS**

***College Goal #1 – Academic Courses, Programs & Services***

- **Preparation of the program's self-study for re-accreditation**, a ten-month process, involved full-time and adjunct faculty, staff, fieldwork educators, Advisory Board and OTA students. This extensive and intensive program review yielded a plethora of positive reinforcement to our exceptional educational program as well as constructive curriculum revisions. On-site review will take place September 23- 25, 2013.
- **Revised OTA Educational Standards** provided the impetus for the addition of two courses to the OTA curriculum:
  - *OTA 209-Documentation in OT replaces ENG 161-Technical Writing and places more emphasis on electronic documentation and tele-health technology*
  - *OTA 110-Introduction to Assistive Technology is an elective option for OTA students and a continuing education option for all community members.*
- **Medical Conditions (OTA 106) was re-structured** as a result of program evaluations and to meet the revised ACOTE Standards. It is now co-taught by two Occupational Therapy Practitioners, an OTR/L and a COTA. The change in OTA 106 provided a greater depth of application of occupational therapy theory, OT/OTA collaboration and evidence-based practice related to the various conditions addressed.
- The newly initiated **applicant interviews conducted by the OTA Admissions Committee** (comprised of OTA Department Chair, Academic Fieldwork Coordinator, a Clinical Fieldwork Supervisor and an Adjunct Faculty member) proved to be a successful endeavor. Forty-four candidates were interviewed and the twenty-six highest-ranking candidates (based on a composite of rubric scores including interview, essay, field-site observations, GPA and overall presentation) were offered seats in the Fall 2013 class.
- The **SUNY Orange 'College Learning Circle'** continues to expand as a unique opportunity for individuals with intellectual and developmental disabilities to attend post-secondary educational programs in a structured and therapeutic environment. The curriculum, designed by 2<sup>nd</sup> year OTA students, is tailored to the skill and ability level of participants to ensure success and maintain their interest and involvement in the learning environment.

During the 2012/2013 AY seven OTA Students completed an 8-week internship (Level II Clinical Practice) developing and implementing the 6-week program on both the Middletown and Newburgh campuses.

The 96 attending students, from 6 participating agencies: Orange County AHRC, Crystal Run Village, Inc., Family Empowerment Connections Program, New Hope Community, Occupations, Inc. and Newburgh Enlarged City School District, attended 1 day (4 hours) per week for 6 weeks. All stakeholders in this pilot fieldwork were immensely pleased with the program. An initiative to conduct a full 2-year post-secondary educational experience, in accordance with USDE standards will be proposed as a goal for the 2013/2014 AY.

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

- Problem-based learning, critical thinking skills and effective communication are the essence of the OTA Program’s curriculum design and are reinforced throughout the curriculum through a series of problem-based learning activities and projects.
- Participation in a pilot program with the Warwick Valley Central School District, a “*Back to Basic Skills Kindergarten & 1st Grade Groups*”. OTA students assisted the OT personnel and teachers in the design and delivery of basic skills activities.
- Students have engaged in a number of diverse and community oriented extracurricular activities this year: including NYS Legislative Lobby Day in Albany to promote awareness and legislative support for the Occupational Therapy profession.
- Students plan a Cultural Luncheon to share an understanding for and appreciation of the importance of cultural and ethnic awareness.

### ***College Goal #3 – Partnerships***

- **Community Connections Projects:** The OTA “Community-Connections” Project provides students with an opportunity to work with a variety of community agencies, programs and clients and to assist in the development of outreach programs, adaptive equipment and assistive devices. Community-based service learning activities included:
  - **Designing adapted musical instruments** for the ZYLOPHONE Performing Arts Center for Individuals with Special Needs;
  - **Development and promotion of a Sensory Fun Fair** in collaboration with the SUNY Orange Morrison Lab School;
  - **Design and construction of adapted toys and leisure activities** for Elant, Inc.
  - **Participation in CarFit:** a collaboration between SUNY Orange CART, Elant and the Orange County Office for the Aging and the Orange County Traffic Safety Board. CarFit is an educational program developed by the American Society on Aging that offers older adults the opportunity to check how well their personal vehicles “fit” them. Supported by the Association for the Advancement of Retired Persons (AARP), the American Automobile Association (AAA) and the American Occupational Therapy Association (AOTA).
  - **Presentation of *The Luckiest Penny Musical*** (a play dedicated to enhancing self-worth in children) in the Great Room at Kaplan Hall. Open to the community free of charge.
  - **Participated in a collaboration with Jewish Family Service of Orange County, Inc. and the SUNY Orange CART:** in a study on the use of iPads by children with special needs. SUNY Orange OTA helped to facilitate and

- monitor iPad use and ensure proper data collection.
- Participation in a pilot program with the Warwick Valley Central School District, a *“Back to Basic Skills Kindergarten & 1st Grade Groups”*. Students assisted the OT personnel and teachers in the design and delivery of basic skill developmental activities.
- Development of a **6-week College Learning Circle program for Newburgh Free Academy students** in the special education school to work program.
- **Collaboration with College Wellness Center:** OTA students developed a group wellness and stress management program for the College Wellness Center during the 2012/13 AY. The event was held in the Shepard Center prior to final exams in the Fall semester. Approximately 40 students attended the ‘de-stress’ interactive presentation.
- The **SUNY Orange CART and CAPE (Business Solutions) successfully negotiated and presented** an 8-week series of workshops on Assistive Technology for Crystal Run Village, Inc. direct care staff. The training sessions were held in the CART on the Middletown campus.
- **Articulation Agreements:** Dominican and Mercy College Master OT Programs
- **Internship Opportunities:** 72+ Level II Clinical Practice & Fieldwork sites

#### ***College Goal #4 – Innovation***

- Professional Behavior Assessments are completed each semester with each student. Students develop, in collaboration with OTA Faculty, a personal behavioral plan to enhance their professional behavior and enhance their success in fieldwork.
- Two OTA students attended the national OT Conference in San Diego, California.

#### ***College Goal #5 – Professional Development***

- **OTA Faculty presented workshops and poster presentations** at the New York State OT Conference and the American Occupational Therapy Association National Conference.
- OTA Department Chair and the Academic Fieldwork Coordinator attended an AOTA sponsored self-study preparatory course in Orlando, Florida.
- Mildred Consolo-Melchionne, Academic Fieldwork Coordinator, appointed as the NYS Occupational Therapy Association statewide liaison for Occupational Therapy Assistants.
- Flo Hannes has been appointed by the NYS Education Board of Regents as a member of the NYS Education Department Board for Occupational Therapy.

#### ***College Goal #6 – Learning Environment***

- OTA Student, Faculty and Fieldwork Manuals will be available online.
- OTA Department has initiated a sustainability policy of online submission of papers.

#### ***College Goal #7 – Resources***

- CTEA Grant funding for the SUNY Orange CART will end in June 2013. Potential funding sources, contractual agreements and fund-raising efforts are being explored.
- NYS Assembly - Dormitory Fund award of \$50,000 to enhance CART assistive technology demonstration and consumer loan program

- Alumni donations: Alice Krawyck (OTA Class '84), CEO of Hand in Hand Senior Daycare, presented the program with a \$1500 donation to develop a tele-health rehabilitation training component utilizing the Wii and Xbox for senior fitness.

◆ **OTHER**

***Rationale to Develop a SUNY Orange College Learning Circle***

- SUNY Orange would be an ideal setting for the development of a post-secondary program to serve individuals with special needs throughout the Hudson Valley
- Potential revenue producing: tuition fees paid by individuals' families, Pell grants, financial aid, agency and vocational rehabilitation (ACCESS VR) reimbursement
- Potential for U.S. Department of Education model program grants
- Aligns with College's Mission and Strategic Plan: *"the College will work to make itself more accessible to all residents who desire the opportunity to pursue an education".*  
*Priority V: Expand and enhance programs, services and operations to ensure the College is accessible to all members of an increasingly diverse community.*
- Engaging in collaborations with K-12 school districts, four-year academic institutions and local community agencies
- Expanding dual enrollment and transitional programs in Orange County secondary schools
- Increasing inclusive post-secondary education options for high school students with intellectual disabilities to increase their outcomes for employability and independence.

◆ **PLANNING: Looking Ahead**

***2013/2014 Academic Year Goals***

- Strengthen and expand service learning and fieldwork opportunities in collaboration with Orange County community agencies and facilities. e.g., Dominican College OTR/OTA Fieldwork Collaborations
- Enhance and expand the services offered through the SUNY Orange Center for Assistive & Rehab Technology on the Middletown and Newburgh campuses.
- Expand CART footprint among HV school districts
- Initiate post-secondary educational program within SUNY Orange: *The College Learning Circle* for individuals with cognitive and intellectual disabilities in collaboration with local community partners, local school districts, Occupations, Inc., Crystal Run Village, Inc., New Hope Community, AHRC, Family Empowerment Council.
- Collaborate with Early Childhood, Lab School, Architecture and Engineering programs to enhance teaching activities related to pre-school education, environmental modifications and assistive technology.
- Develop community workshops related to functional, productive and healthy living.
- Upgrade outdated computer equipment and ergonomically correct computer desks for OTA Department secretary.
- Collaboration with Mount Saint Mary College's Graduate Program in Gerontology, Center on Aging and Policy and Orange County Office for the Aging to develop resources and services to address issues of the aging population residing in Newburgh.
- Establish the SUNY Orange CART as a 501c3 to enable fundraising opportunities.

## PHYSICAL THERAPIST ASSISTANT AY 2012-2013

*Submitted by: Dr. Maria Masker, Department Chair*

### ◆ **LOOKING BACK**

The Physical Therapist Assistant Program is a dynamic program meeting the needs of the surrounding physical therapy community as well as the needs of students within the college/program. The AY 2012-2013 began with two strategic additions to the program's core faculty; two physical therapist assistants (PTAs) hired as adjunct instructors began their career in the program. These additions fulfilled two needs; improve the example of role modeling of the PT/PTA and PTA/PTA relationships and enhance educational offerings by providing PTA/PTA education. Of the two adjunct PTAs, the new PTA I laboratory instructor, Avital Gombiner is a 2009 graduate of the program while the other, Lori Beresheim, is employed in the capacity of a clinical liaison and is a long standing professional (over thirty years) in the surrounding communities. These changes only added to the success of this AY for the Physical Therapist Assistant Program.

Throughout the year the program progressed toward the Physical Therapist Assistant Department Goals set forth within the 2011-2012 Annual Report. One of the goals addressed was that of increasing the use of Angel course shells in the core PTA courses. This was accomplished by the development of a course shell for the fourth semester course, Contemporary Practice for the PTA and the addition of medical terminology quizzes in Medical Conditions for the PTA. Currently, only four courses remain without course shells which will be addressed progressively. Another goal focused upon was that of interviewing each PTA program admission's candidate. Approximately 75% of the 2013 program applicants were interviewed individually with the remainder, later applicants, seen in small group interviews. Although progress was made toward this goal it remains as a priority to enhance the admissions process to insure qualified candidates are selected for seats within the program and the PTA program continues to work collaboratively with Admissions to reach this goal. Meeting the needs of the local PTA community at large is an important endeavor, one of which the program has committed to achieving. In order to meet this challenge, the PTA program has offered two successful continuing education courses each of the past two years. This AY two continuing education courses were organized by Edward Leonard, ACCE to the PTA program, and held at the College: the course **Mulligan Concept - Lower Quadrant, Mobilizations with Movement, 'NAGS', 'SNAGS', 'SMWLM' and more, and the Physical Therapist Assistant Exam Preparation Course** by Therapy Ed. In addition, Edward Leonard was chosen to be a member of the Wellness Initiative Advisory Board, thus satisfying the goal of increased involvement for the program in the Wellness Center. Although budgetary limitations are becoming a part of the collegiate environment, the program was able to allocate monies to purchase bedside tables for the PTA Lab to replace tables which were no longer repairable and required disposal. The final goal, that of maintaining full accreditation status with the submission of the Annual Academic Report to the Commission on Accreditation in Physical Therapy Education (CAPTE), this year complete with an interim Compliance Report was completed and submitted December 1, 2012. Currently, the program is awaiting the results of the May accreditation meeting for acceptance of this report.

Other than indicated above, areas which will be pursued further during the upcoming AY 2013-2014 are the successful completion of an articulation agreement with Mercy College, the continued pursuit of budgetary and grant funding for furniture, technology and therapeutic equipment and continued activities promoting accreditation standards for the PTA program. Overall, the Program has demonstrated faculty and staff stability, student success and progression, as well as the pursuit and achievement of continued academic improvement throughout.

The following tables depict student attrition/matriculation and certification passing rates for the past several years:

PTA Program ATTRITION/MATRICULATION TABLE AY 2012-2013					
Graduating Class/Program	# of Students initiating Fall 2012	# of Students lost due to attrition Fall 2012	# of Students lost due to attrition Spring 2013	# of returning students Fall 2013	# of anticipated graduates August 2013
2013/PTA	23	0	1	0	22
2014/PTA	27	2	4	21	XXXXX

All students who either withdrew or did not pass successfully were due to academic reasons. Of note; one student who failed a second semester course is able to return to the program in the Fall 2013 semester as she has already remediated the course in which she failed and passed so is not reflected in the above data.

The Physical Therapist Assistant Department is committed to assisting students who are enrolled in the program to reach their academic goals. Essentially this means successful completion of the program resulting in an A.A.S. Degree in Physical Therapist Assisting. Given the rigorous nature of the program, combined with the heavy work and family commitments of many students, retention and graduation rates of the Physical Therapist Assistant program are somewhat lower than that of other programs. The following chart provides certification/licensure pass rate data for the previous three classes:

Taken from the Federation of State Boards of Physical Therapy National Physical Therapy Examination for PTAs:

Graduation Year	Group	Number of Exams	Number of Passing Candidates	Percentage Passing Rate for the Graduation Year
2009	First Time	19	14	100%
	Retake	12	5	
	All	31	19	
2010	First Time	20	13	95%
	Retake	14	6	
	All	34	19	
2011	First Time	14	7	78.57%
	Retake	12	4	
	All	26	11	

Although success may be quantified through the use of statistics generated by completion data and licensure pass rates, the goals of the College address the emergence of a well-rounded education with diversity of student and faculty, rigor and commitment throughout. The program strives to reach the College's goals for programming and student success in the following manner:

◆ **COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

***College Goal #1 – Academic Courses, Programs & Services***

- In order to attain this goal the program commits time for the discussion of curricular review and revision during the annual Curriculum Review Meeting held in the month of May. This year's review produced the following actions:
  - Maintain all course content and assignments as delivered this AY.
  - Establish course shells for the remaining four core courses for the purpose of uploading the syllabus to every course and any/all course notes, etc. for improved accessibility and enhancement of program sustainability. With the advent of progressive technology the distribution of paper syllabi is no longer a necessity as student expectations include access to computers/technology to complete course work and in certain cases hand in assignments/take quizzes.
  - Revisions to the course Contemporary Practice for the PTA were reviewed with additional changes anticipated to include improved rubrics for assignments, encouragement of mentoring relationships with the instructors toward the Capstone Presentations, and additional organization of material presentation within the course.

- The development of student portfolios is to begin with the incoming class of 2014.
- In addition to the curriculum review process, course revisions are instituted to reflect assessments performed by the faculty, students, graduates and SUNY Orange PTA employers (please see sub-heading of Program Assessment).
- In order to insure that our students are eligible to go out and perform field work during their clinical education courses both drug testing and criminal background checks are performed prior to registering for first semester courses. This process has proven successful for the past two AYs and will be continued to match industry standards.
- The greatest assessment of curriculum and program design stems from each health professions accreditation process. The PTA Program remains fully accredited through CAPTE with the next projected site visit to be scheduled some time in 2018.

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

The PTA Program promotes an environment that develops student knowledge and skills in all of the above areas.

- Critical thinking and communication skills are essential components of becoming a physical therapist assistant. Students begin to learn these skills from the very beginning of the program during their PTA courses. This is achieved by an education which grows unto itself. For example, public speaking begins in the first semester with small precise assignments and grows into group and intensified presentations by the end of the first semester and culminates in a final Capstone project delivered at the end of the fourth semester.
- Students are taught critical thinking through both didactic and laboratory experiences with the use of initial simplistic case information with limited choices to progressively more complex patient scenarios where previous skills must be enmeshed to create a comprehensive patient plan. These learned skills are applied and further augmented during the student's three clinical education experiences where professionalism and communication must be appropriate throughout.
- Communication skills are challenged by the need to meet cultural diversity both inside and out of the college environment. In order to meet this need the students begin their instruction in cultural competency during the first semester course Introduction to Physical Therapy.
- To initiate information and technology literacy, this AY the first semester students attended an introduction to web-based research by the Library staff as a part of Clinical Applications for the PTA occurring in the first semester coursework. Multiple student projects and papers rely on the information provided during this introduction to support each student's ability to perform suitable online research.
- Once admitted to the PTA Program, further college involvement is encouraged. During their time as PTA Program students this takes form in the involvement in the PTA Club, a club sanctioned and supported by the Student Senate. Participation in the PTA Club is fully supported by the PTA Program faculty and staff with two PTA Program faculty advisors. This Club participates in extracurricular events and activities for the students involving them in student government and providing them the opportunity of learning to work in a collaborative manner with fellow students, faculty and staff. The PTA Club activities culminate in a Pinning Ceremony



- held annually by and for the graduating class. All of these activities promote civic responsibility.
- To further support civic responsibility, the PTA Club in conjunction and collaboration with the COTA Club sponsored a family as part of the college's Adopt a Family program for Christmas this AY.

### ***College Goal #3 - Partnerships***

The PTA Program has increased its involvement with collaboration and partnerships in the following ways:

- The PTA Program is currently contracted with over 90 clinical sites within the tri-state area and Pennsylvania for the provision of clinical affiliations for program students. These contracts call for three clinical education sites per student; this signifies 72 separate clinical education experiences for a graduating class of 24.
- The PTA Program has been successful at providing one continuing education course for the local PT professionals and will be holding a review course targeting recent SUNY Orange PTA Program graduates and additional local graduates for the national licensure examination in June. The PTA Program goal is to hold two Continuing Education courses each AY.
- Edward Leonard of the PTA Program has been involved in the collaborative effort on the interdisciplinary Wellness Initiative Advisory Board to the College Wellness Center which opened its doors during the 2011-2012 AY.

### ***College Goal #4 - Innovation***

- The following are web-enhanced courses provided through the PTA Program: PTA I, PTA IV, Medical Conditions for the PTA, Introduction to Physical Therapy, Clinical Applications for the PTA, Contemporary Practice for the PTA, Clinical Education I, II and III, and Introduction to the Health Professions
- The PTA Program instruction occurs with the use of several courses offered in a block schedule format. These courses include PTA I, PTA IV, Introduction to Physical Therapy, Contemporary Practice for the PTA, and Medical Conditions for the PTA. Clinical Education offerings are on a full-day basis and may include staggered start/finish times.
- The PTA Program utilizes multiple student assessment activities to enhance the learning experience including quizzes/online quizzes, research and opinion papers, rubrics, laboratory practicals, exams and take home exams, public speaking, with the culmination of the two year program in a Capstone presentation performed in groups of two to three students.
- The faculty hold regular office hours, are available via the internet with email and/or phone/cell phone and maintain open offices for greater accessibility and student support.
- The program encourages the use of the internet to complete multiple course projects. The students attend an introduction to web-based research by the Library staff as a part of Clinical Applications for the PTA occurring in the first semester coursework. Student projects, laboratory practicals and papers rely on a combination of writing and critical thinking skills for successful completion.

### ***College Goal #5 – Professional Development***

The PTA Program has diversified this year to incorporate learning opportunities for our program students to learn not only from physical therapists but also from physical therapist assistants.

- Full-time and part-time program faculty for this past AY were:
  - Dr. Edward Leonard, PT is the ACCE to the PTA Program in the rank of Instructor and is eligible and will be applying for tenure this upcoming AY 2013-2014
    - In addition, Dr. Leonard successfully completed his Doctoral program of physical therapy at the onset of this AY
  - Dr. Karen Stephens, PT remains as a tenured Professor at SUNY Orange
  - Lori Beresheim, PTA has worked in the capacity of Clinical Liaison to the PTA Program attending site visits with students out to their clinical education experiences this AY
  - Avital Gombiner, PTA has worked in the capacity of Lab Instructor and Laboratory Supervisor during the Fall 2012 semester
  - Dr. Maria Masker, PT has been retained as Department Chair and tenured Associate Professor to the PTA Faculty

In order to satisfy New York State's requirements of maintaining currency in skills and education each physical therapy professional must complete 36 hours of continuing education every three years, thus aiding in insuring continuous improvement of faculty skills. This coursework is pursued and completed primarily independently; however, some of the required hours were met while attending a course sponsored by the PTA Program.

- Two continuing education courses sponsored by the PTA Program and organized by Edward Leonard are or have been offered this year:
  - Mulligan Concept - Lower Quadrant, Mobilizations with Movement, 'NAGS', 'SNAGS', 'SMWLM' and more, by Northeast Seminars, April 13 and 14, 2013
  - Physical Therapist Assistant Exam Preparation Course by Therapy Ed., June 25, 2013

### ***College Goal #6 – Learning Environment***

- Currently, instructional space is adequate for the PTA Program. The PTA Lab is a dedicated area, 2,520 square feet of teaching/laboratory space divided into a combination of a lecture area with student desks and chairs, and laboratory space where laboratory instruction and simulated patient care takes place.
- Program storage areas are contained within both the PTA Lab/BT 103 and the PTA Program offices within the Bio Tech building.
- Program offices are located within the Bio Tech building and house each full time program faculty member as well as the program Department Secretary.
- In an effort to promote sustainability through greater internet access and access to Angel in the classroom, tables which have the potential to convert to supply electricity for student laptops and personal electronic devices were purchased during the 2011-2012 AY. Investigation of possible grant writing to pay for the necessary adaptations to make the student tables “live” did not occur this year; however, is projected to begin during the 2013-2014 AY.

### ***College Goal #7 – Resources***

During the AY 2012-2013 budgeted monies were sufficient to provide for the day-to-day operations of the PTA Department and also allowed for the purchase of bedside tables for the PTA Laboratory. Future planned purchases are located in the goals for the AY of 2013-2014.

#### **◆ PLANNING: *Looking Ahead***

##### ***Goals for Academic Year 2013-2014***

- Development and use of Angel course shells for remaining PTA Program courses
- Develop and hold two Continuing Education courses for local therapeutic community at large
- Pursue/complete articulation agreements with college(s) offering the Doctorate in Physical Therapy – in specific, Mercy College
- Obtain funding and purchase additional equipment to maintain both Accreditation Standards and local industry standards – specifically, new parallel bars for the PTA Lab and SMART Board for BT 103
- Revise and enhance the Admissions processes for entrance into the PTA Program

#### **PROGRAM ASSESSMENT**

In order to evaluate the efficacy and success of the PTA Program 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 programs assessment surveys:

- Student Course Evaluation
- Instructor Course Evaluation
- Employer Program Evaluation Survey
- Graduate Follow-up Form

**STUDENT COURSE EVALUATION:** At the completion of each semester every student is provided with a course evaluation form which surveys all aspects of the educational experience from textbooks, instructional formatting, instructor ability, testing formats and technology.

**INSTRUCTOR COURSE EVALUATION:** At the completion of each semester faculty members perform course evaluations pertaining to each of the courses they taught; the form used surveys enrollment, purpose, effectiveness, evaluative criteria, possible revisions, self-assessment of the teaching/learning process, and the classroom environment.

**EMPLOYER PROGRAM EVALUATION SURVEY:** Each year employers of our graduates are surveyed with relation to the many facets of the now employed graduates' abilities. This includes but is not limited to the ability to work under the direction and supervision of the physical therapist and as an effective member of the health care team, treatment abilities, communication skills, and documentation abilities. The employer is requested to elaborate by identifying areas which they felt the graduate was or was not well prepared.

GRADUATE FOLLOW-UP FORM: Each year the graduates from our program receive a survey approximately eight months following graduation to survey their employment status, further educational experiences, and other demographic information pertaining to same. The graduates are asked to rate their educational experience with relevance to their employment.

The results of these surveys and forms are tabulated and modifications/revisions are implemented within the curriculum to match the indicated needs. This area was one which was stressed, evaluated, and reassessed by CAPTE with acceptance of revised assessment tools indicating thresholds and means to take action for areas requiring improvement.

(PTA Program Assessment Summary on Next Page)

**PTA PROGRAM ASSESSMENT SUMMARY 2012-2013**

<b>Criterion</b>	<b>Goal</b>	<b>Data Source</b>	<b>Goal met? (YES/NO)</b>	<b>Action/Plan</b>
Institutional policies and procedures	Institutional policies and procedures will be in 100% congruence with the PTA mission and curriculum.	Annual Administrative Audit	YES	No action required Continue to monitor
Program policies and procedures	Program policies and procedures will be in 100% congruence with the PTA mission, philosophy and objectives.	Annual Administrative Audit	YES	No action required Continue to monitor
Resources	Program expenses will not exceed the Annual Budget by greater than 2%.	Annual Administrative Audit	YES; the Annual Budget for the AY 2012/2013 was increased over the past AY. The Annual Budget must be continually monitored in order to meet accreditation standards.	No action required to date Continue to monitor
Mission, philosophy, goals and objectives	Program mission, philosophy, goals and objectives will be in 100% congruence with the PTA program curriculum.	Annual Administrative Audit	YES	No action required Continue to monitor
Curriculum	General Education Content will be in 100% congruence with the PTA program curriculum.	General Education Content Audit	Not performed this AY	No action required Continue to monitor
	Physical Therapy Content will be	Annual Physical Therapy Content	YES – assessed during	No course content changes

	in 100% congruence with the PTA mission, philosophy, goals and objectives	Audit	Curriculum Review	suggested during review this year; however, additions of rubrics, revision of rubrics and updated assignments discussed and will be implemented, including the development of student portfolios. In addition, increased utilization of Angel course shells will occur next AY. Continue to monitor
	The curriculum will be presented in a logical and sequential order.	Annual Physical Therapy Content Audit	YES	Continue to monitor

Criterion	Goal	Data Source	Goal met? (YES/NO)	Action/Plan
Clinical education program	Student Clinical Education evaluations and responses located on the Graduate Follow-up Form will reflect 100% correlation.	Annual Clinical Education Audit	Yes - for the 2012 graduating class; however only three responses received of 23 sent. Not completed to date for the graduating class of 2013	No action required Continue to monitor
	Student preparedness will be viewed as 100% for the clinical experience as noted by both the	Annual Clinical Education Audit	7 CCCEs of 69 surveyed reported 100% of students prepared for the clinical education experience 23 of 23 student	No action required Continue to monitor

	student themselves and the CCCE.		surveys noted appropriate preparedness for the clinical education experience	
	Students will pass Clinical Education 1, 2, and 3 with rate of 85% or better of the graduating cohort	Banner	YES – all 2012 graduating students successfully completed Clin. Ed. III. For the graduating year of 2013, all students have successfully completed Clin. Ed. I; however one student was unsuccessful due to unprofessional behavior during Clin. Ed. II.	The student who did not pass has been given the opportunity to repeat the coursework as required to be successful next AY. Continue to monitor
Performance of recent graduates	If the licensure examination pass rate of any annual statistic drops below the acceptable average of 80%, the program will perform a full review of the curriculum and cohort for potential reason.	Annual Student Enrollment and Performance Audit	No – the licensure examination rate for the graduating year of 2011 was 79%; however, may be reflective of the first year of fixed date testing.	In lieu of performing a full review of the curriculum - continue to monitor for repeat of this statistic as it is only 1% from acceptable level. Continue to monitor
	100% Satisfaction from program graduates and employers		100% satisfaction noted of 23 surveys returned from all 23 graduates of 2012 14 employers of 67 surveys responded to the Employer Evaluation Survey of 2012-2013	No action required Continue to monitor.

Admissions process, criteria and prerequisites	A. If the attrition rate exceeds the National Average minus 1 standard deviation over the course of two years OR the National Average minus 1.5 standard deviations for one year, the program will engage in a full Admissions Process review to insure that those students selected are truly eligible.	Annual Student Enrollment and Performance Audit	YES	No action required Continue to monitor
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Criterion	Goal	Data Source	Goal met? (YES/NO)	Action/Plan
Admissions process, criteria and prerequisites	B. If the enrollment numbers, i.e. students who are eligible and have successfully completed the admissions process, are greater than 30 and the resultant cohorts graduate with an attrition rate above the National Average for three consecutive years, then the program will reassess the Admissions Process with the intent to raise admission standards.	Annual Student Enrollment and Performance Audit	The number of eligible students to the graduating class of 2011 did not exceed 30 eligible candidates to the PTA Program, whereas the number of eligible students to the graduating classes of 2012 and 2013 did exceed 30 eligible candidates. The attrition rate remains below the National Average for the past three consecutive years.	No action required Continue to monitor



Program enrollment	A. If the attrition rate exceeds the National Average minus 1 standard deviation over the course of two years OR the National Average minus 1.5 standard deviations for one year, the program will engage in a full curriculum review including general education coursework.	Annual Student Enrollment and Performance Audit	YES	No action required Continue to monitor
	B. If the enrollment numbers, i.e. students who are eligible and have successfully completed the admissions process, are greater than 30 for three years consecutive, then the program will petition CAPTE to increase the acceptable enrollment	Annual Student Enrollment and Performance Audit	The number of eligible students has not exceeded 30 for the past three consecutive years.	No action required Continue to monitor

Criterion	Goal	Data Source	Goal met? (YES/NO)	Action/Plan
Core faculty	If the anticipated student to teacher ratio becomes greater than 1:16 in lab, the institution shall be informed of the additional need of faculty	Banner	YES	No further action required Continue to monitor
	Should a non-tenured faculty member receive two consecutive	Annual Core Faculty and Adjunct Faculty Audit Form	YES – two PTAs were hired this AY; one to teach PTA I lab and the	Continue to monitor

	<p>semesters of poor evaluations consistent of greater than 25% negative responses on the respective Evaluation form and having undergone an improvement plan of one academic year without improvement, will be dismissed from the program faculty.</p>		<p>second to the position of clinical liaison. Anecdotal information from faculty, staff and students appear favorable.</p>	
	<p>Students' pass rates of 75% or better will be realized over 85% or better of each cohort/course.</p>	<p>Banner</p>	<p>YES, second semester five students either withdrew or did not successfully pass Kinesiology; however, two who withdrew did so for additional reason other than academic – one change in professional pursuit and the second no longer wished to pursue PTA.</p>	<p>Of one of the students who was not successful, they have already remediated coursework by taking a mutually agreed upon online course with another university to meet this requirement. Thus, no lapse in the student's education. No action required Continue to monitor</p>
<p>Adjunct and supporting faculty</p>	<p>Should an adjunct and supporting faculty member receive greater than 25% negative responses on the Evaluation of Clinical Liaison form two consecutive semesters and having undergone an improvement plan of one academic year</p>	<p>Annual Core Faculty and Adjunct Faculty Audit Form</p>	<p>YES</p>	<p>A departmental change has been decided. In order to provide the program with improved role modeling, mentoring and increase congruence with CAPTE, a PTA will be hired to instruct as an adjunct in the upcoming AY</p>

	without improvement, will be dismissed from the program faculty			2012-2013.
	Students pass rates of 75% or better will be realized over 85% or better of each cohort/course.	Banner	YES	No action required Continue to monitor

<b>Criterion</b>	<b>Goal</b>	<b>Data Source</b>	<b>Goal met? (YES/NO)</b>	<b>Action/Plan</b>
Clinical education faculty	Should a clinical education faculty member receive greater than 25% negative responses on the PTA Student Evaluation of Clinical Experience of Clinical Instruction form or the Clinical Liaison Visit Sheet over two consecutive clinical education assignments where a conflict or personal difficulties are investigated and ruled upon the Clinical Instructor will no longer be utilized as a clinical instructor.	Annual Clinical Education Faculty Audit	YES – in addition, it is noteworthy that one CI went above and beyond in her efforts to assist a student’s development of professionalism but to no avail.	No action required. Continue to monitor.
	Students in the current graduating cohort will pass Clinical Education 1, 2, and 3 with a pass rate of 85% or better for the graduating cohort	Banner	YES	No further action required Continue to monitor

## **ATHLETICS DEPARTMENT AY 2012-2013**

*Submitted by: Wayne Smith, Director*

The Athletic Department administers varsity sports for the student body, as well as, intramural and recreational activities for the campus community and general public. We offer seven varsity sports including, Men's Soccer, Basketball, Baseball, Women's Softball, Basketball, Volleyball, and Golf. We are a member of NJCAA Region XV and the Mid-Hudson Conference.

The Department understands its role as a recruiting tool for the College, as well as our role in retaining students at SUNY Orange. The Department also strives to be a rallying point for the campus community and community at large. We pride ourselves on the quality of our programs, our adherence to NJCAA rules and ideals, and strive to be the model athletic program at both the conference and regional levels.

### **◆ LOOKING BACK**

The Athletics, Recreation and Intramural Programs had another extremely active year of participation involving continued growth in most areas. Highlights from this past year include the following:

- Over 90 student-athletes participated in varsity athletics
- Women's Basketball, Men's Basketball, Baseball and Softball all qualified for their post-season tournaments
- We had a golfer qualify for the Region XV tournament as well
- We had numerous individuals recognized on post-season all-star teams, all-academic teams, and as Mid-Hudson Conference 'Athletes of the Week'
- Amber Butenhoff, Softball, was nominated for NJCAA All American
- The Orange County Home Show used the facility over spring break and ran a successful event
- We were again able to have an athletic trainer at almost all home events, and also had a home events coordinator to assist with games and events. Both of these additions were very well received
- Our Women's Basketball team ran a third successful "Think Pink" day to raise funds for the cancer society
- Men's Baseball players and coaches volunteered for the Goshen Relay for Life
- Men's Baseball ran a scholarship fundraiser in memory of Josh Depew with Mount Saint Mary's College Baseball

Our year went very well from an operational standpoint.

#### Facilities/Equipment

We plan to add a new treadmill to the weight room. The gymnasium sound system was completed. The gym floor is scheduled to be refinished this summer.

#### Scheduling/Travel/Officials

We again used West Point Tours for our charter bus trips. This went very well, and we hope to repeat the contract with them in future years. Enterprise Rentals was used for the golf teams and

short trips. The official fees increased as per the existing regional contract, as did the assignors fees. The region has recently renewed a five year contract with our assigner group, keeping cost increases to a minimum.

#### Eligibility/Compliance/Student Retention

Our letters of intent and all eligibility continues to be done electronically. Records and registration is a great help in certifying these athletes. Student monitoring and advising helps to retain our athletes. The coaches and faculty continue to be keys in this process. We will look to increase our students' use of the new tutoring center setup.

#### Fundraising

The individual teams did fundraising as we have in the past to help with additional travel and athletic gear needs. Clinics, leagues, raffles and gear sales all went well. Camps and leagues will again be run this summer. We have added a week of softball camp for girls to our offerings.

#### Hall of Fame

With the help of Alumni Relations and the Athletic Advisory Committee, we inducted our first ever Hall of Fame class this fall. The ten inductees were introduced last November at the College's Reunion and Homecoming weekend. We have done the second cycle of nominations and selections for the class of 2013.

#### Intramurals/ Recreation

The program went well, and continues to run in the same format as it was under Sharon Ahearn, who retired this past January. The intramural sports offered included soccer, volleyball, dodgeball, 3 on 3 basketball, spring volleyball, and a couple of weeks of kickball. The intramurals were well attended, and we have a good core of students that will participate in more than one program. The weight room and pool are used a great deal during our 'campus community' hours. The recreation club allows the general community to use the pool, weight room and racquetball courts during weekend hours. Monies raised will be put towards a new treadmill for the weight room, and a possible stand-alone air conditioning unit for the TRX room.

#### Future Plans

##### *Ongoing*

- Continue to constantly give our students and the community as a whole a rewarding and first-class athletic program. Student recruiting, retention, and success both academically and athletically are our goals.
- Encourage students-athletes to be involved in the community.
- Continue to work to improve our camps and leagues to provide an affordable sport camp setting for the youth of Orange County.
- Continue to utilize the facility for community and sporting events.
- Continue to provide exercise and activity outlets and opportunities for the students, campus community and general community of Orange County through the rec. club and intramurals.
- Host regional and possibly HS sectional athletic events.

##### *Short Term (1-2 years)*

- Address our athletic training situation. Try to enhance coverage and 'clinical' hours.
- Look into replacing all fitness room machines. Weight machines, tread mills, etc. Research possible lease situations.
- Outdoor marquee for campus events and important dates.
- Refinishing of the Gym floors (Summer 2013).
- Baseball, Softball water lines.

### *Long Term (3-5 years)*

- Look into the possibility of starting a new women's program (golf, cross country, soccer, bowling)
- Repaint and refurbish gym walls.
- Refinish racquetball court walls.

### ***Athletics Goals 2012-2013***

- Improve student-athlete retention and perseverance.
- Induct and recognize the inaugural Athletic Hall of Fame class.
- Reevaluate and restructure summer camp offerings.
- Seek opportunities for and encourage our Student-athletes to participate in community service.

### ***Measures***

- Had 35/56 spring student-athletes earn a 2.0 or higher. Nine made spring Dean's list. Had 18 prior student-athletes graduate.
- On November 10<sup>th</sup> held our first induction ceremony, welcoming ten past athletes into our Hall of Fame. Reception and HOF events were well attended.
- Eliminated a week of boys' basketball summer camp, and will offer a new day camp for girls' softball.
- Had participation from athletes in numerous community service activities. Women's basketball held its third annual 'Think Pink' day in February to raise money for cancer awareness. Baseball team members volunteered at the Goshen 'Relay for Life' event.

## **◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

### ***College Goal #3 – Partnerships***

Partnered with Alumni Affairs and College marketing departments to present our first Hall of Fame weekend. Very successful event that we will continue to run.

### ***College Goal #4 – Innovation***

Used new stat display program on NJCAA website for team and individual statistics.

### ***College Goal #5 – Professional Development***

Coaching staff members attended coaching clinics, and were recertified in CPR/AED training.

### ***College Goal #6 – Learning Environment***

Full completion of sound system in gymnasiums. Improvements to baseball field mound/plate areas.

## **◆ PLANNING: Looking Ahead**

### ***Goals for Academic Year 2013-2014***

- Put together and present a student-athlete orientation program for incoming and returning students.
- Host regional Volleyball Tournament in fall semester.
- Continue to encourage community involvement from the students.
- Implement a uniform statistical program for all sports.
- Look into updating weight room equipment, and outdoor marquee/sign
- Revisit athletic training situation.

## **Sports Summary:**

Mens's Soccer – Record = 2-11-1

Roster = 24

Honors = Mid Hudson Conference Team

1<sup>st</sup> Team – Anthony Pascarelli, Jorge Duarte  
Ralph Bellamour, Anothony Rizzi

2<sup>nd</sup> Team- Matthew Gavilanes

All Region Honorable Mention

Jorge Duarte

Sportsmanship Team

Anthony Pascarelli

Women's Volleyball – Record = 8-11

Roster = 12

Honors = 2<sup>nd</sup> Place Mid Hudson Conference

Mid Hudson Conference Team

1<sup>st</sup> Team – Megan Demers, Erin Jones, Nicole Schaedlich

All Region Team

2<sup>nd</sup> Team- Megan Demers

Sportsmanship Team All Region- Julia Tyles

Women's Basketball – Record = 15-13

Roster = 10

Honors = 3<sup>rd</sup> Place in Conference Tourn.

Mid Hudson Conference Team

1<sup>st</sup> Team- Alexis Tripodo

2<sup>nd</sup> Team – Kaitlyn Wood, Jenna Wood

Men's Basketball – Record = 18-10

Roster = 15

Honors = Mid Hudson Conference Team

2<sup>nd</sup> Team- Malcom Covington, Jarrod Scurlock

Women's Softball – Record = 13-14

Roster = 11

Region XV Team

Amber Butenhoff – Player of the Year

Lorna Pierson

Danielle Gomez

Michelle Larson

Christine McCormack

Region XV Champions

Shana Madura - Coach of the Year

Men's Baseball - Record = 14-23

Roster = 24

Honors = Mid Hudson Conference

1st Team- Matthew Cartwright, Jose Rondon

Region XV Team

1<sup>st</sup> Team- Matthew Cartwright

2<sup>nd</sup> Team- Jose Rondon

Golf -

Record = Point system

Roster = 4

Honors = Regional Qualifier - Mike Ames

Men's Athlete of the Year- Matthew Cartwright Baseball

Women's Athlete of the Year- Amber Butenhoff Women's Softball

**Accomplishments**

Breast Cancer Fundraiser- Women's Basketball

Coaches fundraising

Held Racquetball tournament

Held Baseball Clinics

Hall of Fame 2012 Inductions

Goshen Cancer Walk- Men's Baseball



## HONORS PROGRAM AY 2012-2013

*Submitted by: Elaine Torda, Coordinator*

During the past academic year, the Honors Program fulfilled its goals of providing strong academic offerings, presenting a variety of enrichment opportunities and preparing students for transfer and to meet their academic goals. Many of the items listed below could be cross-indexed among the different categories of this report; thus, some will appear in more than one area.

### ◆ **LOOKING BACK**

One of the first items to note was for the first time, the Honors Program was offered in Newburgh: this was a new milestone and brought with it both wonderful developments and problems that need to be celebrated and addressed respectively.

### ***Academic Year Goals***

Our goals are keyed to the National Collegiate Honors Council “Basic Characteristics” (assessing how we compare with other honors programs and to keep working our way toward compliance as the organization is exploring accreditation) and the College’s AMP goals. The 2012-2013 goals were:

Our Priority	NCHC #	Goal	Related AMP Goals
1	#14	Programmatic assessment	1, (2?)
2	Also:	Marketing and visibility to grow Honors in both Middletown and Newburgh in a controlled Manner	1, 2, 3
3	#11	Increase student voice in governance of program	3, 4
4	#15	Student participation in conferences, international programs, community involvement, etc. – more experiential education	1, 3, 4
	#16	Articulation agreements	2, 3, 4
	# 8	Faculty selection criteria	1, 2, 4
5	#17	Priority enrollment	(3)

### Assessment

In terms of meeting Goal #1, we revised and re-instituted an assessment of each course’s Student Learning Outcomes. The form recently was sent to each person who taught an honors course or seminar during the academic year. Thus far, we have three returned. It also will be sent to one class for student assessment. At this time, no information is available but should be by the end of June. This will become a regular assessment tool, but we need to determine how often is appropriate for those who teach courses regularly (each semester offered, every other time offered, etc.).

Additionally, we expanded and updated record keeping of number of students, course offerings and program improvements. We always tracked the number of students who: are recruited, are still in at the end of each semester, complete capstone, graduate—both with the full designation and not, submit to and attend Beacon. Our focus now is courses. We are also projecting courses based on

recruiting goals. Over the last couple of years, we have worked with the Registrar's office to better track students in the program, numbers in courses, etc. This will continue. We made some progress in this area; it will be on-going.

Our second goal was to improve marketing and visibility in an effort to grow the Honors Program productively on both campuses. To this end, we made a number of improvements. We: created a new brochure, put the application online, revised the webpage, started a Facebook page, and created a new honors email address. We recorded short interviews with the graduates at graduation to put on the webpage. We also tried to get important events in the newspaper (with limited success). We should have a new trade show banner by mid-July. While this resulted in Honors in Newburgh (excellent) and a record number of honors students in general (seemingly positive), it underscored a number of problems within our infrastructure that must be addressed for the program to be positive for all involved. We could not adequately meet all students' needs. Newburgh students did not have appropriate/comparable facilities or faculty presence. Additionally, as the only advisor/faculty person, the coordinator cannot meet every student's needs or ensure the academic oversight, camaraderie or cultural/social focus we promise or the students and faculty deserve. While increasing enrollment should be important, it cannot be at the expense of the students, the faculty or the coordinator and her assistant.

Our third goal was to increase the number of students serving on the Honors Advisory Board and we did so. In the past, we had one or occasionally two student (sophomores) representatives; we brought in one second semester freshman in the spring semester. This year, we had two sophomores and added one freshman in October, thereby ensuring three students at all times. Recognizing the need for a Newburgh student rep but wanting the students to acclimatize, we held off; one student from Newburgh has been invited to join the Board in the fall as a sophomore. This will provide four student reps and adding a fifth has been discussed. We also increased our alumni presence, inviting two to join us. One attended regularly; the other not at all. We will seek a second more active member to serve in this role. Our active alum will work with Mary Roth to build our alumni connections.

Goal #4 primarily was to increase student participation in conferences and experiential learning. While we ensure Beacon participation through capstones, this year, freshmen were invited to submit papers. Two did and were chosen (details later). Ten papers submitted; eight were accepted: an 80% acceptance rate.

We also participated in the Northeast Regional Honors Council Conference for the first time ever. This conference is for two- and four-year college honors program students from Maine to Maryland and is held at different sites each year; this year, it was held in Philadelphia. It is a student-focused conference and we have never attended nor had participants. We submitted six proposals by seven students. All were accepted: four individual presentations, one round-table (two people) and one poster presentation. Sheila Stepp and I took all seven to the conference, where they interacted with other college students, networked, attended other presentations, participated in a City-As-Text event and did their own presentations. One comment we heard regularly was that people were impressed that our students, three freshmen and four sophomores, were so well-prepared and mature: most of the student presenters were juniors, seniors and even a few graduate students in other honors programs. This was an amazing experience that we need to foster, continue and expand—with more monetary and other support.

In terms of other experiential learning, we continued our capstones, service learning and other options in individual courses including posters, oral exams, presentations, etc. Several students also participated in the English department's Poetry Month activities and also in poetry slams around the region.

Goal #4 had two additional parts: establishing honors-to-honors articulation agreements and developing faculty selection criteria. While we began work with two colleges on the former, the effort ground to a halt when the sub-committee members became overwhelmed with other campus needs. As to the latter, no progress was made beyond discussion: the Coordinator does have some input with a few departments on who teaches in honors. Still, this is not sufficient for NCHC and is something to continue exploring.

Goal #5 was to gain priority enrollment for honors students. A proposal was agreed upon by the Advisory Board (after discussion with the registrar) and sent to the VPAA to discuss with the VP of Student Services. No decision has been communicated to date. This must be pursued for the next cycle.

### ***Measures***

#### Numbers

We began the year with 77 (66 last year) total students: a 17% increase. Our recruiting goal was 55 new students (freshmen and new current) for fall; we accepted 54; fifteen were new freshmen in Newburgh. We had 23 (26 previous year) continuing and 3 off-cycle students.

Eight transferred or left school in December. Seven joined the program (compared to 4 last year) in December; 69 continued and 7 new were accepted. This meant 76 started the spring. Unfortunately, we do not have the support systems in place to ensure they all stay or succeed.

#### Graduates

Nine students met all of the program requirements (an increase of 50% from 2012) graduating with the full honors designation. Eight others graduated (stable from the previous year).

#### Capstones

Fifteen capstones were presented, a 25% increase from last year.

#### Assessment

In addition to the statistics and data listed within the report, we track: student numbers, course offerings, NCHC "Basic Characteristics" percentages annually, the changes in the program over the last ten years, students' high schools and students' transfer choices. These are available on request.

## **◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

### **College Goal #1 - Academic Courses, Programs and Services**

#### Curriculum

##### ➤ Course offerings:

- Fall-- ran 10 three-credit classes (25% increase): ENG 101H (three sections\*), COM 101H, PSY 101H (three sections\*), HIS 102H (ITV room); POL 103H, ENG 222H

(stacked), plus 12 one-credit classes (a 20% increase): PES 100H; HON 120H (four sections\*), HON 201H (five sections\*) and HON 288H (two sections).

- Spring-- ran 10 three-credit classes (25% increase) including: ENG 102H (three sections\*), PSY 102 (stacked\*), PHL 210H, MUS 107H, POL 102H (ITV room\*), COM 101H, SOC 101H, ENG 225H (stacked), plus seven (17% increase) one-credit classes: PES 100H, HON 201H (four sections: two in ITV room\*), HON 289H (two sections). Four sections of service continued.
  - Summer: one HIS 101H contract and one HON 201H contract in Middletown.  
(\*=Newburgh)
- Developed and offered 7 (5 the previous year) new honors seminars: *Debating the Vikings* (M. Strmiska); *The Problem of Evil* (M. Warren—2 sections); *Environmental Ethics* (D. Bliss); *The Brain* (M. Paradies/L. Hannes--ITV); *American Underground Music* (G. Geddes--ITV); *Memoir* (Rosen); *Greek Women* (D. Kontos); re-offered *Gender Roles* in Newburgh.
  - Started using ITV room for course offerings; we began the fall with four sections scheduled in the ITV room but generated sufficient numbers to run three as true courses rather than shared.
  - Added two courses (GLG 110 and BIO 141) to science options for honor students.
  - Decreased use of honors contracts: 2 (11 in 2011-12): only needed in summer.
  - Continued to use alternate methods of material presentation in most classes, including poster sessions, presentations, projects, guest speakers and student-led mini-teaching lessons.
  - Held rehearsal sessions for NRHC conference and planned trip.
  - Rehearsed Beacon Conference presenters and planned trip.
  - Some speakers in honors courses: *Underground Music* seminar: Ian Mackaye (Dischord Records) and Bob Schich (former band member and indie record rep); *Introduction to Psychology* in Newburgh: Sean Gerow—Suicide Prevention Awareness (students also attended two cultural events related to the course), ENG 102H: E. Torda & A. Heiz guest judges for end-of-semester presentations.
  - Most honors courses offered opportunities for interactive cross-disciplinary projects. In POL 101H, students created 20-minute interactive sessions, including Daily Show and Ted Talk type pieces, *The Brain* seminar utilized interactive, multi-media presentations, PHL 201H students did several projects utilizing posters, presentations, etc. to discuss philosophy, music, art and literature. In ENG 101, all students did oral presentations and in several ENG 102 sections, students did group panel discussions and literary criticism to add depth. Sociology and psychology also used group sessions, panels and debate-like activities to expand students' experiences.

### Students

- Honors Program Orientation (23 Aug): approximately 44 new students (35 in 2012: a 26% increase).
- Coordinator advised 80+ students, all those in the program and a few others.
- Expanded Honors Peer Mentor Program: 12 trained, a 71% increase from 2012; no mentors specific to Newburgh, which needs to be addressed in the 2013 academic year.
- The Honors Program awarded the following scholarships:
  - James Ottaway Jr. Honors Program Scholarships (Freshmen and Continuing)
  - Morrison Honors Program Scholarship
  - Presidential Honors Program Scholarships (Freshmen and Continuing)
- Scholarship interviews conducted in summer 2012 by Advisory Board sub-committee.
- Fifteen students completed the Capstone Project, a 25% increase from 2012 (12 completions), with the following faculty: A. Kay, J. Guarraci, K. Sinsabaugh, J. Pernice, J.

Sarback, G. Platt, M. McCoy, D. Sanders, D. O'Loughlin, D. Green, M. Warrener), K. Zurilla, M. Schaefer, A. Jakubowski, P. Basinski, E. Torda and M. Gawronski.

- Capstone presentations held over 5 dates this year (an increase of 2); twenty plus people attended each of the sessions of Capstone presentations. We would love to see more support for the students from faculty and administration. The Foundation Board and Board will be invited next year as well.
- Beacon Conference: 8 capstones and 2 freshmen papers submitted; 5 accepted for presentation (6 in 2012) and 3 for poster (1 in 2012). All 8 will attend the conference at Northampton Community College as with five doing presentations and the others doing poster presentations. This is the first time with freshmen presenters, which is a positive step.
- Approximately 46 (40 in 2012) students and faculty attended the annual Breakfast with the President on May 13 to wrap up the year and recognize graduates.
- Students transferring to: Johns Hopkins, George Mason, Ithaca, Hofstra, FIT, CUNY Hunter, Dominican, Mount Saint Mary's (2), SUNY Binghamton, SUNY Purchase (3), SUNY Plattsburgh, SUNY Oneonta, and SUNY Albany.
- Student scholarships from transfer institutions:
  - \$30,000 to Johns Hopkins
  - \$15,000 to Ithaca
  - \$4,000 to Mt. St. Mary's
  - \$6,000 to Dominican
  - \$1,000 to Plattsburgh.
- One student graduated in Dec. 2012 with the full honors designation.
- Student Accolades:
  - Nick Zazzi and Molly McNeely earned the Chancellor's Award for Student Excellence.
  - Nick Zazzi: All-NY All-Academic 2<sup>nd</sup> team and participated in the PTK Travel Abroad to China
  - Molly McNeely: NEW Leadership New York Summer Institute (29 May–5 June). This is a new award and opportunity. Only 20 students state-wide (2 and 4 year colleges) were accepted.
  - Courtney Karecki, Nick Zazzi and Jessica Bruehert: Honors Program Achievement Awards.
- PTK participation:
  - Seven new PTK inductees: Emily Wallace, Jackie Parsons, Maggie Damken, Shanna Saravia, Jessica Bruehert, Matt Milone, Molly McNeely.
  - Nick Zazzi served as president; Christine Urrio as secretary. Britney Schoonmaker, member.
  - Numerous freshmen helped with PTK events on both campuses.
- Students participated in poetry slams all over region: Kayla Volpe won regionals and will be going to the National Poetry Slam in Boston, MA in August.
- Students well represented at the fall convocation and spring awards ceremony.
- Students initiated: Voter Registration Drive on-campus, fundraiser selling bracelets for the American Cancer Society (raised \$700 for the cause).
- Five students served on Newburgh Student Government and BOA; one served on the Middletown Senate and two on Middletown BOA. Many others are active in student clubs and with the Student Ambassadors Program (Advising). Two served as PTK officers. In the fall, several honors students created the (new) English Club and were very active for much of the academic year, involving students outside of the program as well.

- Developed “fun-raisers”: fall tea party, Halloween party, themed pizza parties and snack-packs on both campuses; two sushi parties and inspirational pets for capstone students.
- Did 4 fundraisers: 1 specific to NRHC and 3 others.
- Tracked and gave cards for each person’s birthday.
- Continued to send congratulations cards to students with 3.3 GPAs at the end of each semester: Fall 2012: 34 students (2011: 36) and Spring 2013: 37 students (2012: 30).

***College Goal #2 - General Education, Civic Responsibility & Cultural Diversity***

- Four sections of Service Learning ran (25% increase from 2012), including one in Newburgh. Thus, 60 students began the two-semester course. While 6 withdrew or failed the course, 54 students completed 45 hours or more of service learning (many doing more than 45). Two of the students were repeaters, choosing to complete the course again, simply because they enjoy doing service.
- Students’ community service included: Cultural Affairs, Orange Hall Theatre, Education department (on campus), Habitat for Humanity, various humane societies, Thrall Library Homework Help; judging Odyssey of the Mind; helping at local food banks/pantries; high school alumni events; hospitals; tutoring; blood drives; PTK events; and various organizations to raise awareness and funds for breast cancer, cancer, and domestic violence, etc.
- Students attended lectures, cultural and social events on campus.

***College Goal #3 - Partnerships***

- Newburgh Campus! We have offerings and are developing a full program there, necessitating development of relationships and processes with offices in Newburgh.
- Numerous departments provided courses and faculty for the Honors Program—including expansion into Newburgh: Arts & Communication, English, Global Studies, Movement Science, Behavioral Sciences and Biology.
- More faculty, representing all three academic divisions, participated in capstone projects as mentors, second readers and presentation mentors.
- Admissions:
  - Added M. Schmidt to the Honors Advisory Board.
  - With M. Schmidt:
    - Implemented a new Admissions process.
    - Revised the webpage.
    - Updated the application and put it online.
    - Involved more students as Student Ambassadors and Peer Mentors.
    - Re-instituted the Honors Information Session (1 in Middletown, 2 in Newburgh).
    - Instituted a new calling system with honors student hired by the Honors Program.
    - Began working on articulation agreements until he became interim director.
- Arts and Communication:
  - Met with Communication faculty to discuss problems and plans for capstone help; they do not have sufficient faculty to provide all the help needed for capstone presentations.
  - Communication faculty helped with revisions to capstone presentation rubric.
  - M. Schaefer, C. O’Connor, J. Lehtinen, L. Fedrizzi-Williams, J. Guarrachi and M. Farrell mentored capstone students for student presentations and helped evaluate them.

- L. Fedrizzi-Williams' students videotaped capstone presentations.
- Service students volunteered in the Orange Hall Gallery and the Orange Hall Theatre.
- J. Lehtinen spoke to one capstone class on general presentation skills.
- AVPs:
  - M. Gawronski and M. Warrener served as capstone mentors.
  - S. Moegenburg and M. Gawronski supported Honors Program in department chair meetings.
- CTL:
  - With D. Whipple, working on training for honors faculty: best practices teaching in ITV rooms.
  - Co-hosted a webinar on capstones (CTL hosted; Honors Program paid for the webinar).
- Criminal Justice:
  - R. Cacciatore did several guest lectures in *The Brain* seminar.
- Cultural Affairs: students helped with all events.
- Education Department:
  - Student helped with Service Learning.
  - New mentor for capstone.
- English:
  - A. Rosen overviewed study skills during two sections of Honors Orientation.
  - A. Sandor talked to capstone students about annotated bibliographies and integrating sources.
- Financial Aid—D. Lowe:
  - Attended a Jack Kent Cooke scholarship webinar.
  - Reviewed Jack Kent Cooke Foundation scholarship nominations and conducted student interviews. We nominated one student, who was not chosen.
  - Oversaw scholarship monies and acquired new potential recruits from Presidential Scholarship applicants.
- Global Studies:
  - P. Basinski did a guest talk in *Honors: Introduction to Philosophy*.
- Hudson Valley Educational Consortium:
  - With L. Montalbano to schedule classes in the ITV room.
  - Still exploring possibilities of offering Honors classes in conjunction with SUNY Ulster and perhaps Sullivan in ITV room.
- Institutional Advancement/Marketing:
  - E. Roth: Wrote Warwick Bank Grant to help fund NRHC conference and Beacon.
  - C. Thurtle:
    - Did video clips at graduation for webpage.
    - Took graduation photos.
  - S. Hedderton:
    - Created a new program brochure.
    - Served on the Honors Advisory Board.
    - Helped improve NRHC and Beacon posters and sent them for printing.
- Library:
  - Held Capstone and Beacon rehearsals and presentations.
  - Supported faculty when technology in honors classroom did not work.
- Movement Science—S. Stepp:
  - Provided facilities for Honors Program Orientation.

- Helped create and run several activities.
- Attended the NRHC conference.
- Team-taught with E. Torda: *Gender Roles* seminar in Newburgh.
- Phi Theta Kappa: built stronger relationship; students joined and helped with events and support.
- Records & Registration:
  - Improved record keeping for students who are or are not in the program.
  - Continued improving Banner for honors course offerings.
  - Provided recruiting lists for current students.
- VP for Resource Development—R. Hammond:
  - Acquired grant from Foundation Board to partially fund NRHC conference.
  - Consulted on Beacon poster layouts.
  - Students then presented to Foundation Board on the NRHC conference.
- Group effort to revise rubrics for capstones: J. Zurovchak, S. Stepp, and M. Strunsky, plus other faculty who field tested the new forms including: A. Kay, G. Platt, A. Jakubowski, G. Pavsek, K. Sinsabaugh.

#### ***College Goal #4 - Innovation***

- Utilized ITV room to expand offerings in Newburgh.
- Continued to provide opportunities to team-teach: *Gender Roles* was team-taught in Newburgh and *The Brain* seminar was conducted in the ITV room, with a professor in each room.
- Two faculty teaching in the ITV room made periodic appearances at the “other” campus, to ensure students were able to interact in person and reduce the perception of being “the other” students.
- Devised “fun-raisers” for students to add cultural and social activities.
- Continued one evening course offering per semester.
- Offered course sharing via ITV rooms to HVEC partners; not utilized to date.
  - Replaced printer in Honors Program office.
  - Third laptop and iPad were stolen; both need replacement.
  - Offered courses in ITV room:
    - in fall: HIS 102H.
    - in spring: HON 201H: *The Brain* (team-taught), HIS 201H: *American Underground Music*, POL 101H: *Introduction to Political Science*.

#### **Under-prepared Students**

- Expanded the Honors Program Peer Mentoring Program: 12 (versus 7 in 2012) sophomores helped run Orientation and were assigned to work with freshmen on basic college survival, scheduling, socializing and study habits. Next year, we need Newburgh-specific peer mentors.
- In-house study groups formed for BIO 101, MAT 121 and 205, CHM 105 and 106.
- Continued to do mid-semester progress reports to monitor success and develop improvement plans for individual students. This needs to be expanded to better track students. Also, we could not work with all students as we should have due to time constraints.



### ***College Goal #5 - Professional Development***

- Coordinator attended National Collegiate Honors Council conference in November
  - Gave two presentations: “Issues in Two-Year Colleges” and “Keeping Your Head Above Water” presentation.
  - Aided the *Beginning in Honors* (BIH) sessions for Two-Year Colleges.
  - Facilitated *Developing in Honors* (DIH) session: “Two-Year College Discussion.”
  - Co-facilitated *Best Honors Administrative Practices: “Advising.”*
  - Had one presentation topic and one DIH topic accepted for Fall 2013 conference.
- Coordinator served on NCHC Board of Directors and attended two meetings.
- Coordinator served on NCHC Board ad hoc and sub committees: “Defining Honors”, Civic Engagement Awards, Conference Planning (additional meetings).
- Re-elected Co-chair of NCHC Two-Year College Committee, chaired annual meeting and organizing all committee efforts.
- Conducted two new-to-Honors faculty training sessions.
- Helped more experienced faculty re-work their honors classes, discuss teaching, best practices, etc.
- Solicited new honors seminar topics for 2012-13 AY.
- Coordinator attended webinar training on Jack Kent Cook scholarships.
- Sponsored webinar training on capstones: attended by coordinator, 2 Advisory Board members and other chairs.
- Coordinator and one Advisory Board member (S. Stepp) took a three-credit graduate class on multiple intelligences to incorporate into Orientation, service and other honors courses.
- Coordinator and S. Stepp attended NRHC conference with 7 students.
- Coordinator, M. Paradies and A. Laurencell Sheridan will attend the Beacon conference with 8 students.

### ***College Goal #6 - Learning Environment***

- Middletown facilities are inadequate:
  - Too small to accommodate number of students.
  - Furniture needs replaced.
  - Computers and printers need replaced.
- Middletown classroom:
  - Laptop stolen in September; must be replaced.
  - Smart cart equipment needs updating.
  - Map is decades out of date.
- Newburgh: no facilities exist: this must be addressed for equity and recruiting purposes.
  - No lounge/study area: students were offered a conference room for one semester but it was too intimidating.
  - No dedicated classroom.
  - Two old netbooks sent to Newburgh for student use as well as supplies (mugs, tea pot, tea, plates, etc.); the former are kept by Security (must be signed out, which is intimidating too).

### ***College Goal #7 - Resources***

The Honors Program wrote grants or received funding from several places:

- Warwick Savings Bank donated \$3,000 for the NRHC conference and \$800 for the Beacon Conference.

- The SUNY Orange Foundation Board gave \$2,200 for the NRHC conference.
- Healey Brothers donated an iPad mini to raffle to raise money for the NRHC conference.

◆ **OTHER**

- Chaired 9 (increase of 125%) meetings of the Honors Advisory Board; worked on assessment, planning, marketing and recruitment.
- Recruiting:
  - Attended
    - Fall and Spring Open Houses on both campuses.
    - Incoming Students Day.
  - Hosted Honors Info Sessions (2 in Newburgh; 1 in Middletown).
  - Outreached to faculty for recommendations to the program;
  - Vetted student nominees from faculty recommendations to recruit new students (Dec. & May).
  - With report from N. Foley, did new invitation run in May.
- Coordinator Achievements:
  - President’s Award for Excellence in Professional Service.
  - Chancellor’s Award for Excellence in Professional Service.
  - Nominated as NCHC Fellow.

◆ **PLANNING: Looking Ahead**

The goals for the 2013-2014 academic year are as follows:

Our Priority	NCHC #	Goal	Related AMP / College Goals
1	#14	Cont. to increase programmatic assessment	1, (2?) / 1
2		Marketing and visibility to grow the program in a controlled manner in both Middletown and Newburgh	1, 2, 3
3		Develop equity on 2 campuses	1,3,4,5 / 1,2,4,5,6
4	#11	Continue to ensure student voice in governance of the program	3, 4
5	#15	Continue to expand student participation in conferences, international programs, community involvement, etc. – more experiential education	1, 3, 4
Additional:	#17	Follow up on Priority enrollment	(3)
	#16	Work on articulation agreements	2, 3, 4

# **INTERDISCIPLINARY STUDIES**

## INTERDISCIPLINARY STUDIES DEPARTMENT AY 2012-2013

Submitted by: Elaine Torda, Department Chair

This report may not contain all of the topics of a normal report as the department is still in developmental stages.

### ◆ LOOKING BACK

#### Academic Year Goals

The 2012-2013 Academic Year goals were as follows:

Our Priority	Goal	Related AMP & College Goals
1	Finish new course <i>Civil Rights</i> and put through Curriculum process, including SUNY Gen Ed 3 or 4	2, 3 / 1, 2, 4
2	Finalize pay and loading policies for faculty	5 / 5
3	Establish a rotational schedule for course offerings	2, 3 / 1, 2, 4
4	Offer first courses in the rotation	2, 3 / 1, 2, 4

#### **Assessment**

- Goal #1 was met: it was sent to Curriculum though not voted on by the committee as the last meeting was cancelled. It was submitted as a G.E. 4 with the support of the Global Studies chair.
- Goal #2 was more nebulous. We have a verbal agreement for team-teaching to be fully paid for both faculty—on-load, though the minimum number of students in these classes will be slightly higher than regular classes. For co-taught courses, each faculty person will be loaded per the credits each teaches. Of necessity, these will be over-load credits at the moment. We must put this into process to determine effectiveness.
- Goal #3 is problematic as we can only try to guesstimate what will run and what will not. This, perhaps, was a rather broad goal as establishing a rotation is one thing and running those courses is another; with numbers declining and SUNY in a change mode, we are trying to project numbers.
- Goal #4 was also nebulous. We offered two courses in the spring 2013 session, but neither ran due to insufficient publicity and numbers. Both were cancelled. For Fall 2013, we are running HUM 202 as a stacked, team-taught class: HUM 202H (honors) and HUM 202 non-honors. As of 28 May, there are 10 students in the honors section and one in the non-honors section. With one or two more in the non-honors section, they should run.

#### **Measures**

Other than goals assessment, we have no other tools in place at the moment. These will be added as developed.

## ◆ COLLEGE GOALS, STRATEGIES, PRIORITIES AND INSTITUTIONAL EFFECTIVENESS

### ***College Goal #1 - Academic Courses, Programs and Services***

- No students were in the program/department just yet though some students do identify themselves as Humanities majors. This group needs to be captured and given specific advising rather than just being on-paper concentrations.
- Took over administrative scheduling, planning and oversight of CCS courses.
- One course was sent to Curriculum: *Civil Rights*. This gives the department a total of five courses to offer and build upon.
- Continued exploring community service opportunities.
- Offered *The Brain* as a one-credit honors seminar, allowing the instructors to test the format, topics and organization tentatively proposed for the course, on a reduced scale, to see what might be missing, what easily could be expanded, and where guest speakers might fall in naturally. This will now be expanded into a three-credit special topics course.
- Worked on framework of two other courses.
- Worked on new Public Health degree for HVEC

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

- Continuing to explore service learning options for courses in this department.
- The *Civil Rights* course will be a G.E. 4, though more probably fits into G.E. 3. This course, like several of the others, caused discussion over placement, which is to be expected with an interdisciplinary topic. Protective instincts kicked in over its placement in the general elective categories, as happened with two of the previous courses. The Curriculum Committee and SUNY may suggest a different placement.
- Gen education specification continues to be a problem for these courses as they, by nature, span two or three. This will need to be addressed to avoid turf wars. We need to do what is best for students' transferability.
- Offered two courses Spring 2013, but with a lack of publicity and information to the advisors, neither ran.
- Fall 2013: HUM 202H and HUM 202 are being offered as a stacked, team-taught course.

### ***College Goal #3 - Partnerships***

- Two courses developed with collaborative input:
  - *Civil Rights*: E. Torda, M. McCoy (Global Studies), G. Platt (English) and S. Stepp (Movement Science)
  - *The Brain*: S. Paradies (Biology), L. Hannes (Psychology adjunct), J. Sarback (Criminal Justice), E. Torda
- With CTL: faculty training session: intermediate best practices when teaching in ITV rooms (Summer 2013).
- Hudson Valley Educational Consortium:
  - The *Civil Rights* course, very similar to that offered by Rockland, offers potential for Academic Travel within the US for the HVEC colleges. It may also be a candidate for ITV room offering with SUNY Sullivan and Ulster. Rockland's course was consulted in the creation of ours.
  - Continued to serve on HVEC Executive Board.
  - Met with Registrar and assisted in consortium course oversight as needed.
  - Helped with the development of the Public Health degree.
  - Served on Academic Travel sub-committee.
- H/R: Dr. Perfetti continued exploration of compensation and loading agreements

#### **College Goal #4 - Innovation**

- Technology: Two iPads were purchased for faculty development. One, stolen in September, will be replaced in June.
- Courses are being developed for presentation in SMART classrooms. Some classes would transfer (potentially) to ITV room format.
- The *Civil Rights* course matches a course offered by Rockland, making it a possibility for Academic Travel within the US. It might also be a possibility for a shared course in the ITV room for SUNY Sullivan and Ulster should they not develop the course on their own.
- Underprepared Students: The newest course sent to Curriculum was not placed on the developmental list. Currently, one course in the department is on the WRT 040 list.

#### **College Goal #5 - Professional Development**

- CTL: In collaboration with Honors, offered a training session for introduction to teaching in ITV rooms. This will be expanded into a Best Practices session for those who have taught in the room at least once.
- Department Chair attended three sessions on interdisciplinary courses (types, topics and best practices) at the National Collegiate Honors Council Conference (Nov. 2012).
- Department Chair took a 3-credit graduate course (May 2013).

#### **College Goal #6 - Learning Environment**

- The department currently has no facilities. This must be addressed in the future as faculty is added or classrooms are needed. For the fall, a general SMART classroom is scheduled.
- Should we wish to offer classes in Newburgh, the ITV room is a consideration while the numbers develop.

#### **College Goal #7 - Resources**

- None at the moment. Will continue to explore grant opportunities.

#### **◆ PLANNING: Looking Ahead**

The goals for the 2013-2014 academic year are as follows:

Our Priority	Goal	Related AMP and College Goals
1	Create new course(s) and submit through Curriculum process; determine SUNY Gen Ed number	2, 3 / 1, 2, 4
2	Implement team teaching pedagogy and practices & verbal pay and loading agreement and policies for faculty	5 / 5
3	Offer first course: HUM 202 in fall; second course in spring to establish rotation for course offerings	2, 3 / 1, 2, 4, 5
4	Provide training workshop on team teaching and ITV practices	2, 5 / 5
5	Continue to work on grants to supplement resources	

## **ACADEMIC AFFAIRS SUPPORT OFFICES**

- Center for Teaching and Learning
- Continuing and Professional Education
- Cultural Affairs
- Library
- Morrison and Newburgh Lab Schools
- Office of Educational Partnerships

## CENTER FOR TEACHING AND LEARNING (CTL) AY 2012-2013

*Submitted by: Dena Whipple, Director*

### ◆ **LOOKING BACK**

#### **Summary of Academic Year 2012-2013**

Throughout the past academic year the Center for Teaching and Learning (CTL) experienced its most successful and productive year since its inception in 2006. The goal of the CTL is to provide a resource center that serves the college community and focuses on the teaching and learning environment at SUNY Orange. The CTL developed a Vision, Mission and Goals statement prior to the 2012-2013 academic year to align with the College's Vision, Mission and Goals statement as well as the Academic Master Plan. Per its mission, the CTL offered professional development sessions on a variety of pedagogical and technological best practices to foster collaboration and collegiality among College faculty, staff and administration. These sessions will be listed in greater detail throughout this report. Several highlights within the past academic year include the hiring of: a full-time Director to lead the CTL, a part-time multimedia specialist, and a part-time administrative assistant.

#### ***Academic Year Goals***

- **Goal:** Enhance the CTL web presence with the addition of video tutorials, online resources, and faculty and staff testimonials.  
**Result:** Online resources will be organized and added to the "Resources" tab and aim to serve faculty and staff as a one-stop best practices resource for various CTL initiatives including Flipping the Classroom, Microsoft Office, Multimedia Presentations, and iPad information, just to name a few. The summer of 2013 is the planned CTL web presence redesign and will include the addition of video, images, social media and a banner. The CTL has recorded several video testimonials from SUNY Orange faculty and will be embedding the videos on the CTL home page. The addition of video tutorials and online resources will be an ongoing process throughout each upcoming academic year.
- **Goal:** Develop a CTL newsletter each semester that highlights faculty and staff achievements, promotes upcoming CTL sessions, and discusses emerging trends in the field of teaching and learning.  
**Result:** The CTL newsletter is currently under development and will be offered early in the Fall 2013 semester to highlight previous semester events/faculty/staff and provide an overview of events to be held in the upcoming semester.
- **Goal:** Create a faculty and staff survey to assess current teaching and learning needs within the college community.  
**Result:** The Faculty Professional Development Survey was deployed in the spring of 2013 through the Office of Academic Affairs. Results have been tallied and will be part of the data provided in this report. The survey was completed by 89 full and part-time faculty members.



- **Goal:** Identify additional outside Professional Development opportunities, on a more regular basis for faculty seeking graduate credits.  
**Result:** During the Spring 2012 semester, the CTL partnered with NYSUT (New York State United Teachers) to offer a week-long, three-credit graduate course on the SUNY Orange campus for a fee of \$645. Fifteen faculty members (full-time and part-time) participated in the course held May 13-17. The faculty were surveyed on their choice of course and selected “Multiple Intelligences: Theory and Practice”. Participants were also surveyed about their experience at the conclusion of the course to assess whether it should be offered in the 2013-2014 academic year.
- **Goal:** Coordinate a regular meeting schedule with the College Associate Vice Presidents and Director of Academic Technology.  
**Result:** A regular meeting schedule was coordinated for these areas, as well as an additional meeting between Academic Affairs and IT on a monthly basis.

### **Measures: Data & Assessment**

Training sessions created for the 2012-2013 academic year were still largely based on the results of the Spring 2011 Faculty and Staff Technology Survey. The top three training requests were: SmartBoard, Multimedia Presentations, and iPad/tablets. Due to these assessment results, numerous sessions based on these topics were created and offered throughout this academic year to meet the needs of the college community. In the spring of 2013 a “Faculty Professional Development Survey” was administered through the CTL and the Office of Academic Affairs. The results of this survey are currently being reviewed and will guide the 2013-2014 CTL schedule of events. Additional assessment activities included the following:

- The CTL surveyed the participants from the Faculty iPad Pilot Program in the spring of 2013 and will be utilizing the results to guide the second round of program, currently underway.
- The CTL surveyed the participants of the NYSUT three-credit graduate course offered in the Spring of 2013 to assess whether the course should be offered in the Spring of 2014.
- The CTL Training Request Form received thirty-five submissions from SUNY Orange faculty and staff during the 2012-2013 academic year.
- 220 professional development certificates were sent out to SUNY Orange Faculty and Staff for attending CTL training sessions during this past academic year.
- Thirty-five faculty members/administrators presented a best practice through the CTL, compared to seventeen from the 2011-2012 academic year.
- The CTL implemented a session assessment form during several events throughout the year in order to further assess the impact and success of these professional development opportunities. A more regular assessment practice (with the goal of assessing all CTL events) will take place in the upcoming academic year.
- A buy-out option was provided to the participants of the Faculty iPad Program during the Spring 2013 semester. Ten faculty purchased their iPads and will continue to utilize its features in their teaching and learning. The monies raised through the iPad buyout will be used to fund a second round of the Faculty iPad Program. Applications are currently being accepted for the second round.
- When assessing the participation at CTL sessions, the data showed the most popular days of the week (in each semester) for CTL attendance are Wednesdays and Thursdays. In the Fall 2012 semester the most popular time slots were Wednesdays at 2:00pm and 3:00pm. In the Spring 2013 semester the most popular time slots were Wednesdays at 2:00pm and Thursdays at 3:00pm.

## ◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS

### *College Goal #1 – Academic Courses, Programs & Services*

The development of the CTL programming schedule strives to support and enhance curriculum development across the college community with the introduction of new technologies and best practices that support the teaching and learning process. For a complete list of sessions offered in the 2012-2013 academic year, please see the “Events” tab located on the CTL website and or see College Goal #5 listed below. The following section lists the major initiatives through the CTL this past academic year to support curriculum development.

- The CTL offered its first ever session series during the spring 2013 semester on the pedagogical approach of “Flipping the Classroom”. Four sessions were offered throughout the semester and covered the various stages of “flipping”, while providing an opportunity for faculty to flip a lecture or unit with the assistance of three facilitators from the areas of Education, Biology and the CTL. Eight faculty members from various disciplines participated in the series that discussed the best practices associated with the approach. One of the session’s final projects (a video created with green screen technology) was presented at the May 2013 Assembly meeting during the “CTL One Minute Tip”.
- The Faculty iPad Program was fully implemented starting in the Fall 2012 semester and provided additional technological options in the delivery of course content over the academic year. Faculty iPad participants (receiving their iPads and iTunes gift cards in the summer of 2012) researched their discipline’s best apps in the Fall 2012 semester and implemented the use of their iPads in the Spring 2013 semester. The participants are currently in the process of reporting their results back to the CTL and college community through a summary report due in mid-June. Several program participants attended the CTL Faculty Sharing Session in April 2013 to report out their results.
- Faculty reported using their iPads in multiple ways, including: presenting classroom material from their iPad through their class projector, using the iPad as an online research tool during lab time, as a grading tool for their face to face and online courses, as a classroom resource to show videos and app animations to enhance course content, and as tool to access cloud files. All faculty who reported using the iPad in class commented on the positive reaction from their students.
- The development of the “Appy Hour” was implemented in the Fall 2012 semester. The “Appy Hour” is designed to support the use of mobile devices in the teaching and learning environment. During the session, participants are introduced to particular apps that have significant relevance to higher education. Participants are also invited to share the apps they have found useful with their colleagues. The Appy Hour is offered once a month throughout the academic year.

### Students

The goal of the CTL trainings is to directly impact and enhance the student-learning environment provided at SUNY Orange. As the CTL expands its offerings and campus-wide relationships, more opportunities will arise for the CTL to assist student needs going forward.

- As part of the Academic Technology Committee, representation from the CTL will be researching technology skills of incoming students as part of the general education assessment, in collaboration with the Director of Library Services.
- The CTL Director teaches one course per semester and in the summer session to stay connected with student needs pedagogically and technologically. The Multimedia Specialist will begin teaching one three-credit course in the Fall 2013 semester to further expand his knowledge of SUNY Orange students and pedagogical approaches.

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

- The utilization of the Interactive Television Rooms on both campuses allowed faculty to attend professional development trainings remotely and on a more regular basis than in previous academic years. Fourteen sessions were offered through ITV technology this past academic year.
- Several CTL sessions were offered numerous times and on varying days of the week throughout the semester to meet the scheduling needs of faculty and staff. When assessing the participation at CTL sessions, the data showed that the most popular days of the week in each semester for CTL attendance are Wednesdays and Thursdays. For more detail on times, please see the “Measures” section of this report.

### ***College Goal #3 – Partnerships***

- The CTL served as a meeting space for several committees, task forces and college groups including the: Academic Technology Committee, Social Media Task Force, Assessment Committee, Completion Day Task Force, and an Encore class.
- The CTL is represented on the following committees/groups: Middle States Working Group, Senior Associate Vice President for Newburgh Search, Academic Technology, Social Media Task Force, Completion Day, Adjunct Evening, Trustee Success Track, The Center for Science and Engineering, and the Innovative Instructional Technology Grant (IITG).
- The CTL served as a beta site for vendors including Mimio, Apple and SHARP.
- The CTL will continue to work with the Honors program faculty to facilitate best practices for teaching in the ITV rooms on both campuses.
- Several sessions offered through the CTL were provided after 3:00pm in order to better serve the needs of our faculty as well as the Community College in the High School faculty. The upcoming 2013-2014 CTL schedule will continue to focus on offering alternative times, as well as providing more online resources to accommodate all faculty and staff needs.
- The CTL is currently collaborating with the sister schools of the Hudson Valley Educational Consortium (HVEC) on professional development offerings through the ITV technology. In the Spring 2013 semester representatives from the four colleges met in their respective ITV rooms to discuss opportunities for the upcoming 2013-2014 academic year. This summer the group will be working on a consortium-wide faculty manual to support the “Best Practices in Teaching with ITV Technology”, as well as setting up a schedule of professional development events to offer consortium-wide.
- In the Fall 2012 semester the CTL was asked to attend: 1) the Business Department meeting to present the features of the college-wide Magna Commons subscription, and 2) the Arts and Communication Department to discuss the use of technology across campus. During the Spring 2013 semester the CTL was asked to attend: 1) the Biology Department meeting to present on the use of iPads and Green Screen Technology, and 2) the Nursing Department meeting to present on the use of clickers and presenting in class with the iPad.

### ***College Goal #4 - Innovation***

- The CTL hired a part-time Multimedia Specialist in the fall of 2012 to further support the needs of faculty and staff in preparing information/course materials for students. The Multimedia Specialist works with faculty and staff to create video and multimedia projects to support the curriculum/student learning or dispersment of departmental information campus-wide.

- Through the SUNY Innovative Instruction Technology Grant (IITG), the CTL was able to acquire green screen technology, an iPad teleprompter, and studio lighting to support the work of the Multimedia Specialist in creating multimedia content for faculty and staff.
- The CTL was involved in the determination and testing of a college-wide streaming server to be implemented in the fall 2013 semester. The streaming server will allow faculty and staff to create video playlists and online image galleries to support course content and the delivery of college information. Training for the streaming server will begin in the Fall 2013 semester.
- The CTL continued the use of a “Training Request Form” on its webpage to assist in the professional development needs of faculty, staff and administration. The requests are used to develop future trainings through the CTL and set up one-on-one consultations with the interested faculty/staff member. The CTL received thirty-five training requests this past academic year.
- The Faculty iPad Program was fully implemented this past academic year. This initiative was supported by the Office of Academic Affairs. Thirty iPads were purchased for the program, with each division receiving eight, the library receiving two (one for each campus) and the CTL receiving four to use for iPad trainings and/or to lend out to interested faculty members for a specified amount of time during the semester. The round one participants were given their iPads for one full academic year and were provided with a buyout option at the end of their term. A second round of the Faculty iPad Program is currently underway. The CTL is developing a list of apps from round one to recommend to round two participants.
- The Interactive Television (ITV) rooms were utilized this year for fourteen CTL events in order to offer these information-rich sessions to participants at both campus locations. This technology continues to provide the space necessary to develop an ongoing dialogue and collaboration, and also serves to meet the needs of faculty in either location.

#### Under-Prepared Students

The CTL supports and encourages the use of multi-modalities in the presentation of course material to reach students at all levels.

- Several CTL sessions including “Annotating with the iPad”, “Utilizing TurnItIn”, “I-Search, You-Search, We-All-Search for Good Research Papers”, “iPad Basics”, “Active Learning”, and “Flipping the Classroom” are several sessions that focused on multiple ways instructors can present material for greater student success, as well as discussed current issues of under-prepared students.
- Developmental Education: The CTL collaborated with the Office of Educational Partnerships through a 2012 SUNY Innovative Instruction Technology Grant (IITG) to support developmental education. The grant allowed for two major projects: 1) the development of a video project outlining the Accuplacer exam for incoming students, and 2) the ability to fund three expert speakers to present best practices in the area of developmental education. As an additional incentive through the grant, adjunct instructors who attended were paid \$50 per session.
- In the fall of 2013 SUNY Orange participated in the SUNY and CUNY Completion Day state-wide initiative to support student completion and retention. The CTL Director served as co-chair of this event’s task force and will continue to serve in this role during the upcoming academic year.

### ***College Goal #5 – Professional Development***

- The CTL offered over 130 pedagogical and technological trainings for faculty, staff and administration this past year on over 35 topics. These topics included:
  - SmartBoard Basics
  - What's New in Smart Notebook 11?
  - Creating Effective Library Assignments
  - The iPad in Higher Education
  - Classroom Behavior Management
  - Digital Photography
  - What's New in Microsoft Office?
  - Magna Webinar of the Month: Teaching Unprepared Students
  - Accessing Library Databases with the iPad
  - Faculty Spotlight: Sheila Stepp, Using Clickers
  - Faculty Spotlight: Wendy Juenger, Assistive Technology with the iPad
  - Faculty Spotlight: Michael Strmiska, Re-energize Teaching through Research & Publishing
  - Faculty Spotlight: Shelly Paradies and Joseph Zurovchak, Active Learning
  - Faculty Spotlight: Shelly Paradies, POGIL
  - Faculty Sharing Session
  - Best Practices for Creating Instructional Videos
  - Create Your Own Webinar with Elluminate/Collaborate
  - Office Ergonomics
  - Green Screen Open House
  - Reaching and Teaching in Developmental Education
  - Appy Hour
  - The Professor's Guide to Active Learning
  - Faculty Spotlight: Diane Bliss, The Write Stuff
  - ePortfolios in Higher Education
  - Webinar: Increase Student Success and Completion Rates
  - Webinar: Designing and Teaching a High-Impact Capstone Course
  - Webinar: The Top Ten Mistakes Deans Make
  - The Educational Benefits of Blogging
  - Flipping the Classroom
  - Faculty Spotlight: Meg Atwood & Mary Ann McGinnis-Adamo, Come See Why Students Love the Elmo
  - The Beauty of Google Applications
  - PIP Training
  - Faculty Spotlight: Stephanie Wisniewski, I-Search, You-Search, We-All-Search for Good Research Papers
  - Good vs Evil: Utilizing the Smart Phone in Higher Education
  - New Ideas and Best Practices in Developmental Reading and Writing
  - Staff Spotlight: Judy Osburn, Grants Matters
  - Best Practices and Current Trends in Teaching Developmental Mathematics
  - Faculty Spotlight: Takken Bush, Radio On! Using Podcasts as a Classroom Resource
  - Annotating with the iPad
  - Promoting Civility in the College Setting
  - Faculty Spotlight: Paul Basinski, Utilizing Discussion Boards

- Through the support of the Office of Academic Affairs, the CTL continued its annual subscription to Magna Commons, an on-demand webinar library providing professional development opportunities to all SUNY Orange employees. Magna Commons was also expanded to the Hudson Valley Educational Consortium to assist our sister colleges. The webinar categories focus on Teaching & Learning (face to face and online) and Academic Administration (face to face and online).
- Participants and presenters of CTL sessions received a professional development certificate for each session they attended/presented at during the academic year.
- The “CTL One-Minute Tip” presented at each college assembly meeting covered the following topics: Flipping the Classroom, Green Screen Technology, Magna Commons, the Faculty iPad Program, new interactive features in PowerPoint, and Best Practices in Creating Instructional Videos.
- The CTL Director presented at two conferences over the past academic year: the Faculty of the Future Conference at Bucks County Community College and the NISOD Conference on Teaching and Learning Excellence in Austin, Texas.

### ***College Goal #6 – Learning Environment***

- The majority of Middletown campus sessions were held in the CTL classroom (Library 221). The majority of Newburgh sessions were held either in the Tower Building, Room 210 or in Kaplan 231.
- The use of the campus ITV rooms was also utilized for professional development opportunities and allowed faculty to participate remotely in training and best practice sessions.
- During the past academic year, the CTL has been researching the design of learning spaces and specific furniture conducive to the learning environment. Furniture conducive to the learning environment allows for flexibility within the classroom, for example, the ability to go from individual to partner or group work in just a few seconds. This research is also in preparation for the CTL’s move to its new home in the Center for Science and Engineering, scheduled to open in the fall of 2014.

### ***College Goal #7 - Resources***

The CTL would like to identify additional funds from grants and outside donors/partners to carry out the following: research and test other pedagogical approaches, develop faculty training modules on these approaches, provide additional incentives to faculty members assisting with the CTL, and continue to build on the variety of academic technology options currently within the CTL.

### **◆ *PLANNING: Looking Ahead***

#### ***Goals for Academic Year 2013-2014***

- Goal #1: Develop a CTL Advisory Board
- Goal #2: Present at the remaining department meetings (not already attended in 2012-2013) on a topic of the department’s choice.
- Goal #3: Develop and Implement the CTL digital newsletter
- Goal #4: Develop and Facilitate a campus-wide Professional Development Day
- Goal #5: Research and develop a New Faculty Orientation proposal

## CONTINUING AND PROFESSIONAL EDUCATION (CAPE) AY 2012-2013

*Submitted by: David Kohn, Director*

### ◆ **LOOKING BACK**

Through a combination of the importance of financial self-sufficiency and a reflection on the work that Continuing and Professional Education (CAPE) performs, and how CAPE does their work has helped identify new opportunities in AY 2013 to serve the College, community, business and industry, and the region and beyond. However, this can only be done with the supportive culture around campus that provides a great environment in which to conduct the programs and activities we have the privilege to manage.

CAPE's overall strategic priorities across all units:

- Demonstrate financial self-sufficiency and increase the College's resources and capacity
- Increase educational opportunities available through CAPE
- Build strong partnerships and alliances with external organizations
- Increase productive relationships within the College community
- Build effective promotion and awareness
- Enhance professional growth opportunities for CAPE staff and faculty

Each unit sets their own goals each year based on the above priorities. This document will review CAPE's unit goals for academic year 2013 and highlight the impact of CAPE staff as well as determine which goals have been achieved this past year based on two CAPE Institutional Effectiveness measures:

- Registrations
- Revenue sources

### Income Statement as of May 30, 2013

<b>Income</b>	<b>2012</b>	<b>2013</b>	<b>Change</b>
Self Sustaining Tuition	\$ 683,792.00	\$ 542,678.00	(\$141,114.00)
State Aid Tuition	\$ 14,456.08	\$ 38,147.00	\$23,690.92
Contract Courses	\$ 204,693.00	\$ 29,105.00	(\$175,588.00)
Grant Revenue	\$ 14,758.00	\$ 6,242.00	(\$8,516.00)
Testing Center*	\$ 18,228.00	\$ 11,438.00	(\$6,790.00)
State Aid Revenue	\$ 678,364.92	\$ 736,764.12	\$58,399.20
DDP Re-entry Fees*	\$ Included in SS	\$ 1,085.00	NA
	\$ 1,614,292.00	\$ 1,365,459.12	(\$248,832.88)
Liabilities			
Payment to IDA	\$ 55,000.00	\$ 55,000.00	\$0.00
Total Expenses (FGIBDSR)	\$ 1,622,688.00	\$ 1,144,235.60	(\$478,452.40)
	\$ 1,677,688.00	\$ 1,199,235.60	(\$478,452.40)
Net Income	(\$ 63,396.00)	\$ 166,223.52	\$229,619.52

\*As of April 30, 2013

Currently, CAPE appears to be on track to be financially self-sufficient in AY 2013. However, when the financial books close in Fall 2013, a more complete financial picture will be available to determine financial self-sufficiency. Projecting out fixed expenses for the rest of the year, it appears that CAPE staff salary/fringe plus the development of the Fall course bulletin would cost about \$466,300. Projecting out Contract Training revenue, we are expecting \$28,500 from outstanding invoices and revenue from two new projects. In addition, the summer course offerings will bring in much needed revenue to get close to financial self-sufficiency.

It is recommended that in AY 2014 an additional Institutional Effectiveness measure be created to report the Operating Budget Expenditures by Revenue Source and compare that with Revenue Sources. In addition, better revenue and expense projections need to be formulated and evaluated not just as a summative evaluation (as in this report), but formative throughout the year. This information can report on what areas are generating revenue and where resources may need to shift, or identify where additional resources are needed. As a consequence of better revenue and expense reports, subsequent program activities will better match planning with the goal of obtaining yearly revenue projections.

### Tuition-Based and State Aid Course Revenue

#### 2012 v 2013 Totals

REVENUE	2012 Total	2013 Total	DIFF	
Avocational	\$ 216,145.00	\$ 200,183.00	\$ (15,962.00)	-7.38%
State Aid Tuition	\$ 48,099.00	\$ 38,147.00	\$ (9,952.00)	-20.69%
State Aid Reimbursement	\$ 659,178.08	\$ 736,764.16	\$ 77,586.08	11.77%
Vocational	\$ 481,098.45	\$ 342,495.00	\$ (138,603.45)	-28.81%
	\$1,404,520.53	\$1,317,589.16	\$ (86,931.37)	-6.19%

The above chart breaks down revenue from tuition-based classes, the largest portion of CAPE's revenue. The biggest gain is in State Aid revenue, particularly through the growth of CAPE's English as a Second Language (ESL) and High School Equivalency (HSE) programs. Though revenue from Summer 2013 is not fully reported, it appears that CAPE's revenue for AY 2013 will be less than AY 2012. The largest decline is in the Vocational programming. Nuclear Medicine, a collaboration with the Diagnostic Imaging department, was not offered this AY and thus a significant amount of revenue was not realized (approximately \$70,000).

### Enrollment Tuition-Based and State Aid Courses

ENROLLMENT	2012 Total	2013 Total	DIFF	
Avocational	1774	1525	-249	-14.04%
State Aid	2194	2266	72	3.28%
Vocational	909	827	-82	-9.02%
	4877	4618	-259	-5.31%

Realizing that Summer 2013 is not fully reported, it appears that enrollment for tuition-based classes are decreasing. There are any numbers of suggestions that may lead to a reason including less disposable income to spend on enrichment classes. However, CAPE has been prevented to offer certain technology classes including Adobe software and web programming training because



the computer lab in Harriman Hall needs to be upgraded. This issue has also hampered our ability to expand our technology offerings. As a result, Harriman Hall 114 computer lab will be upgraded during the summer 2013 and that programming can resume in Fall 2013 and beyond.

#### **Non Credit State Aid Reimbursement + Tuition Revenue**

	<b>2012</b>	<b>2013</b>	<b>% Change</b>
Miscellaneous SA	\$ 60,414.32	\$ 43,549.56	-27.92%
ESL	\$264,159.50	\$ 327,401.76	23.94%
High School Eq	\$355,600.20	\$ 393,607.36	10.69%
Summer Institute	<u>\$ 27,103.06</u>	<u>\$ 10,352.48</u>	-61.80%
	<u>\$707,277.08</u>	<u>\$ 774,911.16</u>	9.56%

State Aid revenue is about 57% of the total revenue for CAPE. ESL and HSE represent the largest revenue source. AY 2013 is no different from previous years in that both enrollment and revenue have increased from the year before for ESL and HSE. It was a conscious decision in AY 2010 for the Workforce Development Education Coordinator, Lou DeFeo, to shift his efforts to more state aidable courses, specifically the HSE program. Through significant community outreach, the HSE program has grown from 111 registrations in 2010 to 764 in 2013 as of May 30, 2013.

#### **Non Credit State Aid Enrollment**

	<b>2012</b>	<b>2013</b>	<b>% Change</b>
Misc SA	313	254	-18.85%
ESL	1,005	1,198	19.20%
GED	738	764	3.52%
Summer Institute	<u>138</u>	<u>50</u>	-63.77%
	<u>2,194</u>	<u>2,266</u>	3.28%

In addition to a healthy HSE program, the ESL program continues to grow as well. As for the Summer Institute program, since the Summer 2013 is not complete, enrollment will certainly increase as well as revenue. The Summer Institute program is a great collaboration between CAPE and Academic Affairs to provide a vehicle for incoming students needing remedial/developmental education. Offering such programming through CAPE allows us to charge the student less money than full tuition, thus preventing the student from tapping into their financial aid. Most importantly, the student will receive needed remedial/developmental intervention prior to the start of the fall semester.

#### **Contract Training**

	<b>2012</b>	<b>2013</b>	<b>Change</b>
Headcount	500	287	-213
Total Companies Served	<u>9</u>	<u>8</u>	-1
Total Revenue	\$ 204,693.00	\$ 29,105.00	-\$175,588

CAPE's Business Solutions witnessed significant change this past year. Unfortunately, the Business Solutions Coordinator position was eliminated since the unit was not fully realizing its revenue potential. However, the unit's efforts to bring grants and other resources to the College should not

go unnoticed. The continuation of the Job and Innovation Accelerator Challenge Grant funded by the US Department of Labor has allowed CAPE to expand Contract Training and still receive a profit beyond direct expenses. In addition, funding through the Orange County Industrial Development Agency has allowed upgrades to Business Solution's training products and the continuation of the Advanced Manufacturing initiative. Most recently in May 2013, CAPE presented the final report of the Mid-Hudson Valley Sector Analysis for Manufacturing to the IDA and it was well received. This has setup up the possibility for funding to expand the recommendations in the Advanced Manufacturing report.

The challenge of not having a Business Solutions Coordinator has been looked upon as an opportunity between the Director and the Programming Coordinator. Both positions are working together to determine how best to continue contract training efforts. Sharing responsibilities and being in constant contact has allowed the recent flow of a number of new proposals to local companies including Precision Pipeline and Kolmar Laboratories. We will continue to monitor this opportunity while balancing existing responsibilities.

### ***Demonstrate Financial Self-Sufficiency and Increase the College's Resources and Capacity***

CAPE's main priority is to generate revenue for the College. Through the implementation of financial techniques including breakeven analysis, review course and contract pricing, and analyze trends and popular topics, CAPE is able to provide a product and generate revenue. However, to demonstrate financial self-sufficiency, CAPE must be a net plus, or contributor to the overall institution's financial stability. Being financially self-sufficient benefits the people, companies and organizations that receive valuable services and education critical to healthy economy and maintaining an education citizenry.

This past year, CAPE implemented two specific College Institutional Effectiveness measures including Revenue by Source and Activities and Registrations. Though Revenue by Source is important, it must be compared to Expense by Source to determine financial self-sufficiency. This can better determine which program sources need to be improved financially to achieve financial self-sufficiency. This will have impact for next year

In addition, in Spring 2013, CAPE reviewed its active tuition-based course pricing and made adjustments to increase many prices. During this process, CAPE staff determined that some prices have not been changed since 2006 or later. Therefore, course pricing increased up to 40% based on financial analysis, value to the customer, and reviewing the market. Students will see the price increases effective Fall 2013 semester. This will ultimately align CAPE's pricing to be more current and hopefully increase revenue.

CAPE also implemented Pearson Vue in the Testing Center to increase services offered and as a result provides a new revenue stream for the College. With two seats open four days a week for Pearson Vue testing, the College has received \$1,623.75 for the months of March and April 2013. Since the two seats are consistently booked, it was decided to increase the number of Pearson Vue seats to four. This revenue source is included in the Revenue report listed previously under Testing Center.

In addition to revenue, CAPE actively seeks appropriate grant funding to increase the College's resources and capacity. This past year, the College partnered with Catholic Charities on the New Americans Neighborhood-based Opportunity Centers funded by the New York State Department of

State (\$16,600). Through this grant, CAPE's ESL program will receive funding for technology (tablet computers) as well as funding for books and tuition.

CAPE also partnered in the SUNY-wide Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, receiving \$123,583 for three years, to provide basic skills to TAA-eligible individuals and Veterans for jobs in the Manufacturing industry sector. A part-time person will be hired to coordinate this project. \$2,708 of indirect costs will be considered revenue for this year and will be reflected in the previous revenue report.

See below for a summary of the active grants that CAPE is currently administering.

### Grant Summary

Grant	Dates	Total Funded	Total Goal - Students	Total # Students Served	Indirect as Revenue 2013	Comments
New Americans	10/12/2012-9/30/2013	\$16,600	200	7	\$0	Catholic Charities had a late start, need extension
TAACCCT	10/1/2012-9/30/2015	\$123,583	15	0	\$2,708	This project is just ramping at time of report.
Jobs and Innovation Accelerator Challenge	10/1/2011-9/30/2015	\$1,000,000	80	39	\$8,123	Allows us to provide incumbent worker training
WIA Youth	7/1/2012-6/30/2013	\$103,000	29	23	\$9,364	Approved for '13-'14 funding totaling \$92,500
SUNY Workforce Grants	11/30/2012-7/1/2013	\$58,034	174	210	\$16,656	Café Spice, Inspire, Satin Fine Foods
<b>TOTALS</b>				<b>277</b>	<b>\$36,851</b>	

### ***Increase Educational Opportunities Available Through CAPE***

Overall, non-credit enrollment for State Aid courses is the one area that is experience significant growth. Enrollment increases in both the ESL and HSE programs have continued. Word of mouth is an extremely effective way to get new students; however, students like to follow specific instructors and will continue taking courses with them. Another vehicle that has helped increase enrollment is

the expansion of the HSE program off campus. This year, the HSE program expanded to the Newburgh Armory as well as Pathstone, a nonprofit organization out of Middletown. In addition to these sites, we continue to have a presence in Middletown High School, Port Jervis Library, and the nonprofit Newburgh Cornerstone. The ESL program also expanded into the Newburgh Armory this year and will continue into next year.

It is important for the College to continue to expand the HSE program. Therefore, the Workforce Development Education Coordinator will be performing outreach over the summer semester to locate other possible sites. In addition, CAPE will continue to work with the Admissions department to provide information to HSE participants about attending college.

CAPE also has an agreement with Orange-Ulster BOCES to provide HSE classes. This has been a very good arrangement financially with enrollments for AY 2012 at 263 and currently the enrollment is 224 and is likely to increase once the academic year is completed.

CAPE's open enrollment courses also expanded with the addition of ed2go online classes as well as adding the Executive Assistant Program through our other online provider, CareerStep. Since these are coordinated by our educational provider, there is very little work for CAPE. Feedback from both CareerStep and ed2go has been very positive. We are currently investigating the ed2go Pro product and seeing how it may provide additional resources to our contract training customers.

The CASAC/DDP program explored the feasibility and need for expanding course offerings that will provide additional revenue and enrollments. As a result, a section of the Fast Track CASAC program has been developed for the Newburgh campus to begin in the Fall 2013 semester.

### ***Build Strong Partnerships and Alliances with External Organizations***

This year, CAPE's Business Solutions area provided contract training to the following local area companies and organizations:

- Café Spice
- Crystal Run Village, Inc.
- Inspire
- Orange County Government
- Satin Fine Foods
- Revere Smelting
- RECAP
- Precision Pipeline

In addition, CAPE completed a study on the Mid-Hudson Valley Manufacturing Sector and presented it to the Orange County Industrial Development Agency as well as the Orange County Workforce Investment Board. The OC IDA funded the study and is interested in funding next steps of implementing a Sector Strategies model of economic development and integrating it with Career Pathways. CAPE will present a final proposal of the next steps during Summer 2013.

This year CAPE continued its relationship with the Orange County Chamber of Commerce by exhibiting at the Orange County Expo. In addition, CAPE also collaborated with the Orange County Employment and Training Administration by exhibiting at their Job Fair and most importantly, developing a new Career Readiness program that will be launched soon.

Other external organizations that CAPE worked with this year:

- Hudson Valley Education Consortium
- Orange-Ulster BOCES
- Council of Industry of Southeastern New York
- The Solar Energy Consortium
- Center for Global Advanced Manufacturing
- Department of Motor Vehicle
- Local 1199

### ***Increase Productive Relationships within the College Community***

CAPE worked extensively with the Diagnostic Imaging department to offer the new Computed Tomography program. CAPE was able to offer a CT clinical and a CT online review to students.

Other relationships include:

- Offered the Nursing Bridge course in collaboration with the Nursing department
- Offered the Southern Germany and England trips in collaboration with the Global Studies department
- Offered the ADMS Fitness Trainer and SUNY Orange Swim School in collaboration with the Movement Science department
- Offered the Child Abuse and School Violence classes in collaboration with the Education department.
- Will be offering the Summer Institute courses (Pre- and Post-Semester Intervention courses) in collaboration with English and Math departments

The ESL Coordinator started a Conversation Partners program in the fall 2012. Though there were plenty of volunteer credit students, there was very little interest from the non-credit ESL students. This is opposite of what the non-credit ESL students said they wanted. It was determined not to continue to pursue this program.

The ESL Coordinator also partnered with Cultural Affairs for the second year in a row in hosting Fiesta Mundial, an event in which ESL students celebrate their cultures and foster a sense of community and belonging for the ESL students within the college community.

The CASAC area coordinated with the Wellness Center to provide a workforce for CASAC students on Suicide Risk Assessment and Prevention.

To further communication with Registration and Banner, it has been agreed that the Operations area will be trained to process non-credit Banner registrations. In addition, the Operations Coordinator is an active member of the Banner Steering Committee as well as the Tuition Refund Committee.

This year, both the CASAC/DDP Coordinator served on the Staff and Chair Association Negotiating team. In addition, the Programming Coordinator was elected to Staff and Chair VP for Staff Issues, and was asked to serve on Middle States Working Group 3 on Leadership, Governance and Administration. The CASAC/DDP Technical Assistant is also serving on the PBIE Committee.

### ***Build Effective Promotion and Awareness***

CAPE produced two course bulletins this year. With each 100,000 copies production run, CAPE mailed out 90,000 to targeted households. Another 5,000 bulletins were delivered to the Middletown Campus and 3,000 bulletins were delivered to the Newburgh Campus for distribution. In addition, 2,000 bulletins were mailed a month after the targeted mailing to our most recent customers and inquiries. The cost to produce the bulletin is about \$.19 cents and is very cost effective as compared to other mail pieces. However, the bulletin needs an accompaniment to boost promotion, such as postcard either right before or right after bulletin delivery. This will be considered for next year.

In addition to the course bulletin, CAPE staff is using the Facebook page more as well as the announcement page on the CAPE website. Guidelines from the Communications department have been communicated to staff, however, an update schedule needs to be created and monitored to keep information fresh. In addition, a process must be put in place to keep track of Facebook “Likes” and interactions.

The CASAC/DDP program utilizes advertisements in the Times Herald-Record. After the last advertisement, CAPE reports that about 20 people contacted the department for more information. Since these advertisements are located in the Help Wanted section, these are very cost effective.

The Programming Coordinator developed and conducted targeted marketing campaigns to promote new programs including programs new to Newburgh. This included press releases, emails to participants in course with related topics, and participants in other Newburgh courses.

### ***Enhance Professional Growth Opportunities for CAPE Staff and Faculty***

The CAPE Director serves as the president of the Continuing Education Association of New York and is actively involved with continuing education issues as well as CUNY and SUNY issues statewide. The Director as well as the former Business Solutions Coordinator and Programming Coordinator attended the CEANY annual conference in November 2012. Business Solutions received the Dr. James C. Hall, Jr. Exemplary Program Award for Business & Industry Linkage regarding the work with Inspire.

Both the ESL and HSE Coordinators provided in-service teacher workshops this past year. Specifically, the HSE instructors were provided with information about the changeover to the new high school equivalency exam and what the current students should be aware of. The ESL Coordinator attended the New York State annual TESOL Conference held in Albany.

## **◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

### ***College Goal #1 – Academic Courses, Programs & Services***

- The ESL program serves a diverse student population from all over the world with a quality curriculum with courses in grammar, writing, conversation, reading vocabulary and pronunciation. Students study for personal development or to get ahead in their employment and others have the goal of continuing on to college.
- The CASAC program follows a standardized curriculum set by the New York State Office of Alcoholism and Substance Abuse Service. This year the CASAC area overhauled the entire

curriculum to meet the requirements. As a result, staff and instructors reviewed and implemented changes to 27 courses and prepared the application to receive approval.

- CAPE offers contract training programs requested by local employers.
- CAPE offers a high quality high school equivalency program to help individuals expand their employment opportunities and continue their studies at college.
- CAPE offers a variety of enrichment courses to the general public for personal enjoyment. In addition, CAPE offers career courses for those interested in expanding their employment opportunities in specific occupations.
- CAPE offers Open House for specific programs including healthcare and green technologies. It is a way for students to get more information about the course as well as career information.

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

- ESL courses such as ESL for Academic Purposes, Computer Basics for ESL Learners, ESL Readings for College Prep and Fundamentals, Intermediate and Advanced Writing (in person and online) engage students in critical thinking skills and technology literacy.
- Through CAPE's ESL, a lecture about citizenship information was offered on the Newburgh campus in Fall 2013.
- Through the College's Workforce Investment Act funded Youth Empowerment program, it offers out-of-school youth high school equivalency preparation as well as assists students in applying to college or job training opportunities.

### ***College Goal #3 – Partnerships***

- Through collaboration with the Newburgh Armory, CAPE offers ESL and high school equivalency classes.
- CAPE is a vehicle for academic departments looking to provide non-credit education and training. This includes collaborations with the Diagnostic Imaging (CT Online and Clinical), Nursing (ORMC Neo Natal Intensive Care Simulation Training proposal and Tracheostomy training) departments as well as the Math and English departments regarding the Summer Institute.
- CAPE has partnered with a number of public organizations including the Office of the Orange County Executive, Orange County Workforce Investment Board, OC Employment and Training Administration, and OC Industrial Development Agency. In addition, CAPE has worked with a number of industry associations including OC Chamber of Commerce, Council of Industry of Southeastern New York, The Solar Energy Consortium and Local 1199, as well as some of the largest employers in Orange County. These relationships are important to be sure that the College is well represented to the public, government and business and industry. In addition, these relationships have led to contract training based on employer needs and is a source of information to help guide programming for both credit and non-credit programs.
- Collaborations with the members of the Hudson Valley Educational Consortium have led to increased communication of employer needs across county boundaries. What one college may not have, another college is likely to have it and be able to offer it.

#### ***College Goal #4 – Innovation***

- ESL students are counseled and given an informal plan of study to support their individual needs. Bilingual counseling is offered when necessary. Student's growth is determined by progress through the various levels, which determine by exams and a final for a minimum of 75% to progress to the next level.
- High School Equivalency students are assessed during the class to be sure that they are ready to take the HSE exam.

#### ***College Goal #5 – Professional Development***

- The ESL coordinator attends the annual TESOL conference to keep up with trends in education. Yearly group teacher meetings and annual teacher observations provide opportunities for feedback and improvement.
- The HSE coordinator subscribes to the Hudson Valley Catskill Partnership's website to keep track of new trends and developments related to teaching and changes in the HSE test. In addition, in-service teacher workshops are offered at least twice a year to provide a venue to share best practices.
- All CAPE coordinators and staff have the opportunity to attend webinars and/or attend conferences for professional development purposes.

#### ***College Goal #6 – Learning Environment***

- Due to increased requirements by testing companies, it is necessary to move from virtual terminals to personal computers. Therefore, the Testing Center has been upgraded with PCs to help expand testing services and provide the level security that the testing companies require.
- The PCs in HA 114 were installed prior to 2006 and current software, like Adobe Creative Suite, cannot be uploaded. Therefore, HA 114 will be upgraded with new PCs over the summer 2013.

#### ***College Goal #7 – Resources***

- CAPE leverages the SUNY Workforce Development Training Grants, and the training money available through the Jobs and Innovation Accelerator Challenge grant to offer contract courses at a reduced rate to local companies.
- Through the use of state aid approvals, CAPE continually looks to expand both the ESL and HSE programs as well as leverage other state aid courses whenever possible.
- Since space continues to be an issue, CAPE coordinators are reviewing the possibility of offering classes at alternative times to generate needed revenue. As a result, CASAC will be offering a daytime program in Newburgh and ESL will be offering morning classes in Newburgh.
- The strong relationship with the OC IDA needs to be maintained for the College. Currently the Advanced Manufacturing initiative is of great interest to the IDA; however, if there are other College priorities that need funding, the IDA may be a great resource to tap into.



◆ **OTHER**

- The need to collaborate internally is extremely important to have necessary resources available to CAPE to get work done and to service students, business and industry and other customers. CAPE also leverages necessary internal tools to have better decision making and planning ability. For example, Banner reports will show progress toward goals and trends in enrollment.
- Marketing is extremely important to CAPE. In addition, CAPE needs to keep abreast of local competition offering the same courses and programs in regard to marketing efforts and perception in the community.

◆ **PLANNING: *Looking Ahead***

**AY 2014**

- Create Operating Budget Expenditures by Revenue Source institutional effectiveness measure
- Generate Revenue by Source and Operating Budget Expenditures by Revenue Source reports monthly by September 2013
- Review all tuition-based course pricing prior to the Fall 2015 development (around February/March 2014)
- Develop Strategic Plan for the Testing Center including an in-depth financial analysis by December 2013
- Further refine Grants Summary report (see Section entitled “*Demonstrate Financial Self-Sufficiency and Increase the College’s Resources and Capacity*”) and establish 2013 benchmark as well as generate report each month by September 2013
- Identify a professional development tracking system by September 2013
- Each staff member will participate in professional development activities at least twice a year
- Start recording monthly Facebook “Like” and communicate to staff
- Identify two new off-campus locations to house HSE and possibly other state-aid courses
- Identify three companies to submit SUNY Workforce Development training grants
- Meet with Counseling and Advising twice a year to provide information about ESL course offerings that would supplement or serve as precursors to credit developmental courses to ensure success in those courses.
- Self-identified ESL students who wish to enter the College will receive a prescribed plan of action listing courses needed for remediation
- Have Admissions visit the highest level ESL classes at least twice a year to give information about entering the College
- Submit two new ESL state aid courses for approval
- Enter into three agreements to offer Business Solutions training through HVEC
- Calculate better projected expenses and revenue to help determine income goals for 2014

## CULTURAL AFFAIRS AY 2012-2013

Submitted by: Dorothy Szefc, Coordinator

### ◆ LOOKING BACK

#### ***AY Goals 2012-2013***

During Academic Year 2012-2013, Cultural Affairs provided diverse programs for all areas and interests at the College and the community-at-large. Lectures on fracking, a garden's carbon footprint, women and heart disease, threatened species, and Yiddish culture are just a sampling. The 2013 Pryluck Distinguished Lecture on science-based medicine and critical thinking brought in an audience topping 200. The turning point of the American Revolution was discussed by Colonel James M. Johnson, PhD, U.S. Army, Retired who dressed in period military garb including a saber which he used as a pointer while explaining key positions at Forts Montgomery and Clinton on an enlarged map. Master classes gave up-close-and-personal opportunities for attendees to learn from, meet, work with, and question professionals in the fields of music, theatre, art, poetry. Sculptor, Fred X. Brownstein chiseled marble and then gave participants chisels to try. Cindy Blackman Santana shared her feelings and talents of being a major jazz drummer in a traditionally male musical position. Exhibits featured one billionth of a meter nanotechnology, panoramic photography, a 350 piece student art exhibition, and eclectic scenes and memorabilia of Middletown's last 125 years. Segments: The Orange County Short Film Festival included screenings and talk-backs with filmmakers. Internationally acclaimed musicians Ilya Yakushev, Eliane Elias, and the American String Quartet performed on Orange Hall Theatre stage. More details and numbers of the sixty-five events are listed below.

#### ***Measures: Data & Assessment***

##### EXHIBIT

August 27-September 28, 2012

Orange Hall Gallery

##### ***One Billionth of a Meter ~ Artistic Reflections on the World of Nanotechnology***

~ paintings with mixed media by Carol Flaitz & artworks by fellow **NanoArt21** artists Cris Orfescu, Bjoern Daempfling, Robert Fairfax, Zilda Maria Matheus, Frances Geesin, Chris Robinson, Anna Ursyn

attendance: 440

##### EXHIBIT

September 10-28, 2012

Orange Hall Gallery Loft

##### ***Eleven Years of Progress: Eleven Years of Reflection***

~ photographs of Ground Zero by Susan Slater-Tanner, Assistant Professor of Art, SUNY Orange

Reception: Thursday, September 27, 2012 11am-noon

reception attendance: 300

exhibit attendance: 35

LECTURE

Tuesday, September 18, 2012 7:15 pm

Orange Hall Gallery

***Nanotechnology and the Energy Challenge***

by Emilio Mendez, PhD

Director, Brookhaven National Laboratory

\*architects & engineers receive one PDH/CEU for attendance

attendance: 42

FILM

Thursday, September 20, 2012 3pm

Harriman Hall 111 Film Theatre

***Baby Boom***

--introduction by Barbara Fiorello, BS, MBA, Associate Prof, Business Dept, SUNY Orange

attendance: 25

MASTER CLASS

Tuesday, September 25, 2012 11 am

Orange Hall Gallery

***Science and Art: Walking the Tightrope ~ NanoArt21***

by Carol Flaitz, BFA & Philip Flaitz, PhD, TEM Analyst, IBM

attendance: 45

LECTURE

Thursday, September 27, 2012 7 pm

Gilman Center –Library Room 130

***The US Constitution as Holy Writ: Have we too much Respect for our Founding Document?***

by Ray Raymond, PhD

Associate Professor/Government & History; Director, Institute for Constitutional Studies, SUNY Ulster

attendance: 91

MASTER CLASS

Monday, October 1, 2012 1pm-3pm

Kaplan Hall, Great Room

***Marble Sculpture ~ Contemporary Art in Stone***

by Fred X Brownstein, BFA, sculptor, a Fellow of the National Sculpture Society and the Stone Carvers Guild

--a collaborative presentation by Cultural Affairs, Middletown & Newburgh

attendance: 52

MASTER CLASS

Tuesday, October 2, 2012 1-3pm

Orange Hall Theatre

***40 Years in Radio, What I've Learned & where it's going...***

by Mike Bennett, radio broadcaster, WHUD

attendance: 43

EXHIBITS

October 2-28, 2012

Orange Hall Galleries

**Orange County Art Federation Exhibition**

Reception: Saturday, October 6 4-6pm; Music provided by Judith Hosmer Garrett, pianist

**Ah! Orange County**

Orange Hall Gallery

~ exhibit of original poems by twelve Orange County Poets

combined reception attendance: 80

combined exhibit attendance: 500

LECTURE

Wednesday, October 3, 2012 7:15pm

Harriman Hall 111 Lecture Hall

**Unconventional Development of Gas from Shale Using Fracking: Questions?**

by Anthony R. Ingraffea, PhD, PE;

the Dwight C. Baum Professor of Engineering/Weiss Presidential Teaching Fellow, Cornell University

\*architects & engineers receive one PDH/CEU for attendance

attendance: 44

LECTURE

Tuesday, October 9, 2012 7pm

Gilman Center, Library Room 130

**The Inner Experience of Deep Undercover Law Enforcement Operatives**

by Thomas E. Coghlan, PsyD; Detective NYPD

attendance: 104

FILM

Tuesday, October 16, 2012 3pm

Harriman Hall 111 Film Theatre

**The Social Network**

--introduction by SUNY Orange Business Dept Professors Elizabeth White, PhD, 2012 Chancellor's Award for Excellence in Teaching and Stephen I. Winter, BA, MBA, 2008 Chancellor's Award for Excellence in Teaching

attendance: 27

MASTER CLASS

Wednesday, October 17, 2012 2:30-5:30pm

Orange Hall Theatre

**The Margolis Method** by Kari Margolis with *MargolisBrown Adaptors Company* members

attendance: 35

LECTURE

Thursday, October 18, 2012 7pm

Orange Hall Gallery

**The Turning Point of the American Revolution: the Battles of Fort Montgomery, Fort Clinton, and Saratoga** by Colonel James M. Johnson, PhD, U.S. Army, Retired;

Executive Director, Hudson River Valley Institute; Military Historian of the Hudson River Valley;

Dr. Frank T. Bumpus, Professor of Hudson River Valley History, Marist College  
attendance: 43

ART DEMONSTRATIONS

October 20 & 21, 2012 11am-5pm

Orange Hall Gallery

**Orange Council Arts Council Studio Tour**

Four OCArt Federation artists working & giving demonstrations, using OHG as a hub studio

combined attendance: 42

THEATRE

Saturday, October 20, 2012 8pm

Orange Hall Theatre

**Pulling Strings** ~ presented by the *MargolisBrown Adaptors Company*

attendance: 64

FILM

Monday, October 22, 2012 7pm

Harriman Hall 111 Film Theatre

**Gypsy Caravan**

--introduction by Michael Strmiska, PhD; Assistant Professor of Global Studies, SUNY Orange

attendance: 18

MASTER CLASS

Wednesday, October 24, 2012 11am-1pm

Orange Hall, Room 23

**A Musician's Life in the Military** by Sergeant First Class Jason D. Ham, Principal Euphonium,  
US Military Academy Band ~ sponsored by USMA Band

attendance: 42

POETRY

Thursday, October 25, 2012 7pm

Orange Hall Gallery

**Ah! Orange County**

~reading of original poems by eleven Orange County Poets

attendance: 26

CONCERT

Sunday, October 28, 2012 3pm

Orange Hall Gallery

**New York Tuba Quartet in Recital**

attendance: 89

EXHIBIT

November 2-30, 2012

Orange Hall Galleries

**The Watercolor World of M.E. Whitehill ~ A Retrospective**

Reception: Saturday, November 3, 2012 1-4pm; Music provided by Beverly Poyerd, pianist

reception attendance: 55

exhibit attendance: 390

MASTER CLASS

Tuesday, November 13, 2012 11am-1pm

Orange Hall Gallery

***Abstracting the Landscape in Watercolor***

by Kamilla Talbot, BFA; watercolor instructor, The National Academy School Of Fine Art, NYC

attendance: 68

LECTURE

Thursday, November 15, 2012 7pm

Harriman Hall 111 Lecture Hall

***Hydraulic Fracturing and Marcellus Shale Development – Managing Environmental Risks***

by John A. Conrad, BS, MS, Senior Hydrogeologist, Conrad Geoscience Corp, a division of PVE

Sheffler

\*architects & engineers receive one PDH/CEU for attendance

attendance: 121

MASTER CLASS

Friday, November 16, 2012 11am-1pm

Orange Hall, Room 23

***No Time Wasted*** ~ memory confidence issues & performance presence & demonstration

by Ilya Yakushev, pianist

attendance: 64

CONCERT

Sunday, November 18, 2012 3pm

Orange Hall Theatre

***Ilya Yakushev ~ Piano Recital***

~ Selections by Beethoven, Chopin, Mussorgsky~

attendance: 113

EXHIBIT

December 5-19, 2012

Orange Hall Gallery

***An Artist's Response to Human Rights***

~ artworks by junior and senior high school students of Orange County

presented by the Orange County Human Rights Commission in collaboration with Orange County Arts Council and Cultural Affairs at SUNY Orange

Reception: Sunday, December 9, 2012 1-4pm; Music provided by Jonathan Ogulnick, pianist

reception attendance: 136

exhibit attendance: 260

EXHIBIT

January 5-February 8, 2013

Orange Hall Gallery

***Greg Miller Photography–Scenes of the Hudson Valley***

Reception: Saturday, January 5 1-3pm; Music provided by Joy Zelada, classical guitarist

reception attendance: 50

exhibit attendance: 325

THEATRE

Sunday, January 13, 2013 2pm

Orange Hall Theatre

***The Paper Bag Players Saddles & Sunshine***

attendance: 346

EXHIBIT

January 29-February 1, 2013

Orange Hall Gallery Fringe

***The Artist's Process***~ sketchbooks, drawings, and paintings

by Polly Giragosian, Jacqueline O'Malley-Satz, Mary Mugele Sealfon, all SUNY Orange art faculty

attendance: 75

DISCUSSION

Thursday, January 31, 2013 11am to noon

***The Artist's Process Discussion & Conversation***

by Polly Giragosian, Jacqueline O'Malley-Satz, Mary Mugele Sealfon, all SUNY Orange art faculty

attendance: 32

CONCERT

Friday, February 1, 2013 8pm

Orange Hall Theatre

***Sherrie Maricle & The DIVA Jazz Orchestra***

attendance: 95

MASTER CLASS

Monday, February 4, 2013 6-8pm

Orange Hall Gallery

***The Art of Photography on the Grand Scale ~ the Panoramic***

by Greg Miller

attendance: 98

MASTER CLASS

Wednesday, February 6, 2013 1-4pm

Orange Hall Theatre

***Lecoq Techniques & Physical Theater*** by Megan Campisi, actress/playwright

attendance: 40

EXHIBIT

February 11 ~ March 22, 2013

Orange Hall Gallery & Loft

***North East Watercolor Society Members' 2013 Show***

Reception: Sunday, February 24 1:00 to 4:15

Demonstration: "Portrait" by Pat Billeci: 2:30-3:45pm; Awards presentation: 3:45pm

Music provided by Piano-Flute Duo: Geoff Hamburg & Tom DeCelle 1-2:30pm

reception attendance: 175

exhibit attendance: 700

CONCERT

Sunday, February 17, 2013 3pm

Orange Hall Theatre

**American String Quartet in Concert**

performance: **Bach: Preludes & Fugues from The Well-Tempered Clavier;**

**Janáček: Quartet No. 1, Kreutzer Sonata;** and **Dvorák: Quartet in F Major, Op. 96, American**

attendance: 170

FILM

Wednesday, February 20, 2013 3pm

Gilman Center-Library Room 130

**Norma Rae**

--introduction & post-screening discussion by Daryl Goldberg, SUNY Orange Business Dept

Professor

attendance: 33

LECTURE

Thursday, February 21, 2013 7 pm

Gilman Center -Library Room 130

**Reducing Your Garden's Carbon Footprint**

by Susan Pell, PhD, Brooklyn Botanic Garden Director of Science

attendance: 38

MASTER CLASS

Friday, February 22, 2013 11am-1pm

Orange Hall Theatre

**Cindy Blackman Santana on Drums**

attendance: 63

CONCERT

Friday, February 22, 2013 8pm

Orange Hall Theatre

**Cindy Blackman Santana 'Another Lifetime'**

with **Aurelien Budynek - guitar** and **Rashaan Carter - bass**

attendance: 172

FILM

Saturday, February 23, 2013 7pm

Orange Hall Theatre

**SEGMENTS: The Orange County Short Film Festival**

~screening/talk-backs with filmmakers

attendance: 89

LECTURE

**The 2013 Pryluck Distinguished Lecture**

Thursday, February 28, 2013 7pm

Orange Hall Theatre

**Science-based Medicine and Critical Thinking**

by Steven Novella, MD

attendance: 206



THEATRE

Friday, March 1, 2013 8pm

Orange Hall Theatre

**The Pinks:** "How the Pinkerton Detectives defeat the Lincoln Assassins and foil the Wild Rose of the Confederacy, No. 2." by Gold No Trade Theater Company

attendance: 73

CONCERT

Saturday, March 9, 2013 8pm

Orange Hall Theatre

**Eliane Elias** with **Marc Johnson**

- **bass** and **Mauricio Zottarelli - drums**

attendance: 198

LECTURE

Tuesday, March 27, 2013 7pm

Orange Hall Gallery

**The True Feasibility of Solar Electric in the Tri-State Area**

by Howard E. Aschoff Jr.

\*architects & engineers receive one PDH/CEU for attendance

attendance: 81

EXHIBIT

April 1~ May 1, 2013

Orange Hall Gallery

**Transformations ~ 9<sup>th</sup> Annual SUNY Orange Student Art Exhibition**

Susan Slater-Tanner, organizer/curator

sponsored & produced by the Arts & Communication Dept in cooperation with Cultural Affairs

Reception: Tuesday, April 2 2-4 pm; Music provided by SUNY Orange music students

reception attendance: 125

exhibit attendance: 500

LECTURE

Wednesday, April 3, 2013 7pm

Gilman Center-Library Room 130

**Conservation and Restoration of a Threatened Species**

by Erik Kiviat, PhD, Executive Director and Co-founder of Hudsonia

attendance: 70

LECTURE

Thursday, April 4, 2013 7pm

Gilman Center-Library Room 130

**Personal and Professional Perspectives on Women and Heart Disease**

by Kathleen W. McNicholas, MD, FACS, JD, LLM

attendance: 83

MASTER CLASS

Monday, April 9, 2013 8-9:15am

Hudson Hall, Room 209

**Poetry in the Making**

by Joan I. Siegel, Professor Emerita of English, SUNY Orange  
attendance: 25

POETRY

Tuesday, April 9, 2013 7pm

Morrison Hall Mansion

**An Evening Reading of Original Works** ~ from *Light at Point Reyes* and *Hyacinth for the Soul*

by **Joan I. Siegel**, award-winning poet

attendance: 48

LECTURE

Thursday, April 11, 2013 7pm

Gilman Center-Library Room 130

**Nuances in Nature--Native Plants and their Habitats in the Wild**

by Dan Segal, Finger Lakes plantsman, botanist/horticulturist

attendance: 74

MASTER CLASS

Monday, April 15, 2013 1-4pm

Orange Hall Theatre

**Playing Shakespeare!**

by Joanne Zipay, dramaturge

attendance: 29

LECTURE

Thursday, April 25, 2013 11am-12:15pm

Orange Hall, Room 23

**Yiddish Language and Culture**

by Miriam Hoffman, journalist, script-writer/playwright/Columbia University professor

attendance: 100

EXHIBITS

May 7- 29, 2013

Orange Hall Gallery

**River Valley Artist Guild 2013 Spring Show**

Reception Sunday, May 19 1-4pm

Music provided by Joy Zelada, classical guitarist

Demonstration: "Watercolor & the Magic of Morning Light" by Al Champy 2:30-3:30pm

reception attendance: 90

exhibit attendance: 250

~ Celebration of Middletown ~

June 4- July 11, 2013

Orange Hall Gallery

**The 2013 Middletown Art Group Members' Exhibition**

Reception: Sunday, June 30 1-4pm; Music provided by Bev Poyerd, pianist; Judge: Jim Adair

June 4- July 11, 2013

Orange Hall Gallery Loft

***Eclectic Middletown*** ~ paintings, photographs, and memorabilia  
celebrating the 125<sup>th</sup> anniversary of the incorporation of the City of Middletown

combined reception attendance: TBA

combined exhibit attendance: TBA

#### LECTURE

Tuesday, June 25, 2013 7pm

Orange Hall Gallery

#### ***Middletown in the Great War: The Men of Company I***

19 young men who served together in World War I, dying on the battlefield of the Hindenburg Line

by Robert Polhamus, researcher/genealogist/ historian

attendance: TBA

Attendance not including the last four events: 7,847 {update forthcoming}

Total Events: 65

### ◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS

#### ***College Goal #1 – Academic Courses, Programs & Services***

The Advisory Board continues to seek input and participation from all academic departments at the college as is called for in the Cultural Affairs Mission Statement and Charge.

#### **Cultural Affairs Mission Statement**

Cultural Affairs supports the SUNY Orange mission by offering events to the College and the community as a means of complementing our knowledge and understanding of the diversity of human experience, the arts and creative achievement. Programming, generated in partnership with the academic departments, serves to engage the college community and the community-at-large in cultural/intellectual discourse, and to provide important opportunities for personal and professional development. The programs represent the highest professional standards of presentation and performance and, in so doing, maintain the profile of SUNY Orange as the dynamic center of the arts and learning in Orange County. *By unanimous vote of the Cultural Affairs Committee, 11/1/2006*

#### **Charge**

Cultural Affairs develops and administers an academic cultural affairs program and urges the support of the college community for the program which should be an outgrowth of the College's academic programs.

Any faculty or staff member can suggest ideas for a program at any time. I, Dorothy, actively seek out department heads and faculty and staff on a regular basis as opportunities related to their academic areas arise.

I also continually meet them in person, by phone, or e-mail asking for suggestions of topics and/or speakers/performers and events. My door/phone/computer are always open.

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

Cultural Affairs by its mission and nature provides diverse programming to both the college community and community-at-large. In addition to educational opportunities, one of the civic responsibilities fulfilled is having an annual lecture celebrating the US Constitution. In AY 2012-2013, that took place on September 27, 2012 when Ray Raymond, PhD presented a lecture entitled *The US Constitution as Holy Writ: Have we too much Respect for our Founding Document?*

### ***College Goal #3 – Partnerships***

Cultural Affairs collaborated with the Orange County Human Rights Commission and the Orange County Arts Council with planning and staging *An Artist's Response to Human Rights ~ artworks by junior and senior high school students of Orange County*. In addition, the OCAC's studio tour was a two-day event in Orange Hall Gallery October 20 & 21, 2012 when the gallery was a hub studio for four artists. The collaboration with the Middletown Art Group has resulted in *Eclectic Middletown*, an exhibit which is bringing local people into the College to view historical items and artworks about the history of Middletown. Collaboration with Cultural Affairs in Newburgh brought Sculptor Fred X. Brownstein. The film festival and the student art show were collaborations with the Arts & Communication Department. Master classes and lectures in particular complement course curricula of various departments. Other programs enhance and broaden the educational experience.

### ***College Goal #5 – Professional Development***

Professional development hours (PDH) were offered for attendance at four different lectures.

#### **◆ OTHER**

The opening statement in the introduction of the academic master plan states, "At Orange County Community College it is our mission to provide the opportunities and to create the enthusiasm that fosters a life-long commitment to learning." The programs presented by Cultural Affairs, twelve months of the year, achieve this by giving our communities —College and at-large—interesting, educational learning experiences that bring people back for more and different offerings. Experts in their fields share their knowledge through lectures, performances, readings, master classes, talkbacks-discussions and attendees broaden their learning and interact with the presenters.

#### **◆ PLANNING: *Looking Ahead***

During Academic Year 2013-14, Cultural Affairs horizons will widen to envelope both campuses into one college experience. Cultural Affairs programming will tempt and encourage people from all over Orange County and its contiguous counties to come, engage, and enjoy while learning. Internationally acclaimed musicians of the American String Quartet accompanied by New York Philharmonic principal violist Cynthia Phelps will perform in concert. Emeritus NY Philharmonic principal clarinetist, Stanley Drucker, will play with piano accompaniment. African drumming with Maxwell Kofi Donkor and Steve Gorn, Samir Gupta, and Arun Krishnamurthy playing Indian Classical Music further broaden musical offerings. Temple Grandin, PhD, foremost authority on autism, will speak. A large sculpture exhibit of many media will start off the AY. A painting exhibit on trees will transition in a workshop and two lectures on the identification and importance of trees. Artist Ron Gee will discuss Chinese calligraphy, the art of writing with brush and ink, and its close relationship with traditional painting and Chinese culture in a master class and through his solo exhibit. In addition, the significance of the thirteenth amendment will be explored in a lecture by Tiombe Tallie-Carter, Esq, who is an African-American woman. These are just a few highlights thus far.

## **LIBRARY AY 2012-2013**

*Submitted by: Susan Parry, Director*

### **◆ LOOKING BACK**

AY 2012-13 was a productive year for the libraries. The Embedded Librarian Program, no longer a pilot, saw growth particularly at the Newburgh Campus. Librarians incorporated a range of assessment techniques within the library instruction program and we saw an interesting shift in our reference statistics showing a greater number of technical assistance instances than standard research assistance questions. We ran a library satisfaction survey through the semester capturing data from students and faculty regarding our services and infrastructure. Librarians continued to serve on committees, engaged in continuing education opportunities both on campus through the CTL and via webinar. Our focus on ease of access to materials continued demonstrated by upgrades to the interlibrary loan system software and with the addition of a public scanner.

- **Goal 1** The library resources shall support the curricula of the College, provide the basis for a well-rounded liberal education and meet the research needs of the college community.

Progress: Throughout the academic year the library purchases new titles in print and electronic formats to support existing and new programs. In addition, we identify subject areas in need of extra support and devote a percentage of the collections budget to those areas.

Supporting Data: This year a total of 638 new print titles were added to the collections. Nursing was selected for additional support and two electronic products: Medcom streaming nursing videos and Stat!Ref a collection of nursing e-books were added. The Medcom video collection of 102 titles was viewed 2,383 times in AY 2012-13.

- **Goal 2** Provide an effective program of library instruction where students will learn the methods and processes necessary to effectively carry out scholarly research.

Progress: The library continues to develop an ongoing cycle of assessment guided by an Information Literacy Assessment Plan. In support of the plan librarians have used various methods and tools to assess student learning in the library classroom. Using a combination of methods; quizzes, surveys, analysis of artifacts of learning, and focus groups, librarians identified areas where students were succeeding and where they were experiencing difficulty. Based on the results of their assessments, librarians adapted and refined the delivery of instruction within the 50 minute sessions. Similar assessments were incorporated within the Embedded Librarian Program, with each librarian selecting the assessment method that best fit the need. Future plans include a review of the objectives for library instruction and standardizing assessment methods of data gathering.

Supporting Data: 166 Library Instruction one-shot classes were taught, with an additional 21 classes in the Embedded Librarian Program.

- **Goal 3** Provide timely access to a full-range of information materials and resources.

Progress: Goal 3 includes access to both resources and the technology necessary to support students in their information seeking activities.

In 2012 we went live with Library H3lp, an instant message and texting reference service available on our library homepage. We have seen steady growth in usage with a total of 313 questions this past academic year. The chat widget has also been embedded into our Ebsco databases giving students the ability to easily ask for help at any point in their search process.

The Library added a self-service scanner to the Information Commons making it possible for students to email or save documents to a usb drive rather than photocopy.

Supporting Data indicates that the Library's resources are being used by students. The number of questions being answered by the Reference Department is increasing with the greater number landing in the technology support area. Our Circulation numbers are showing a slight increase bringing us in line with those of the earlier 2000's. Circulation data has shown a steady decrease beginning in 1996, continuing until 2011-12 where a slight rebound occurred. Future plans include an analysis of the collection by subject area to include age, circulation data, and curricular demand.

Supporting Data:

Web Site Visits: 27,992 Databases by Subject  
9,227 Databases by Title  
5,569 Subject Libguides  
Reference Questions: 2,185  
Technology Reference: 2,798  
Laptops Borrowed: 7,878 instances  
Chat: 313  
Interlibrary Loan Items Borrowed for Students: 725  
Interlibrary Loan Items Lent to others: 733  
Circulation of Library Materials: 13,905

- **Goal 4** Create a friendly, safe and supportive environment with trained staff and sufficient equipment and facilities to support the research process.

Progress: A training program in Angel was created for the Newburgh Circulation staff documenting all library policies and procedures, and including technology skill sets needed to support students in the commons area. Ongoing training of the circulation staff continued at Middletown with the inclusion of student aides.

A library satisfaction survey, linked to the Library website collected data from September through May. The survey was designed to capture data regarding satisfaction levels with both services and the library environment. Of the 171 responders from both campus locations 74% were satisfied/very satisfied with the library collections (5.4% dissatisfied/very dissatisfied) and 79.2% were satisfied/very satisfied with library services (6.6% dissatisfied/very dissatisfied). Although not statistically significant, there were 3 items where the level of dissatisfaction was slightly higher: numbers and availability of seats, noise, and hours. The responders indicating dissatisfaction with hours were mainly

from the Newburgh campus with comments asking for an 8am opening time. Librarians will review the survey results to identify areas in need of change.

Supporting Data:

Library Satisfaction Survey located on

P:\From\_VP\_of\_Academic\_Affairs\Assessment\Program Review\Library

## ◆ **COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

### ***College Goal #1 - Academic Courses, Programs and Services***

- Provided reference desk support services including technical support and chat reference during all open hours at both campus libraries.
- Purchased resources to support new programs and courses.
- Librarians produced a series of subject research LibGuides listing sources for the literature of specific disciplines, subject areas, and classes. The Research Guides serve as pathfinders providing instruction in various aspects of the research process, such as the use of Library resources (e.g. databases).
- The Embedded Librarian Program where a librarian is included as a resource within the class provided additional support to students within academic courses. Survey Monkey data from student participants indicates that including a librarian within the course increased their knowledge and skills regarding the research process.
- Librarians continue to work closely with Departments undergoing professional accreditation to provide collection related data, and service related information. Currently we are working with the Department of Nursing.

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

- Coordinated the Information Management Assessment process. Analysis of data to be available Fall 2013 semester.
- Librarians created book displays highlighting a variety of cultural themes and in support of the global initiative.

### ***College Goal #3 - Partnerships***

- The Library was represented at Admissions Open House programs and participated in the I-connect programs for new students.
- Newburgh Librarians conducted classes for students in basic computer skills including email, banner and word.
- The Library continued to participate in the Newburgh Library Collaborative where students from SUNY Orange have access to the Newburgh Public Library and Mount Saint Mary's Curtin Library. In turn students and patrons from those locations are served by the SUNY Orange Libraries.
- Librarians took an active role in planning for SOARS and assisting with the conference.
- Partnering within the Library, two librarians conducted 6 student focus groups (3 at each campus library) to explore how students describe their research process, the obstacles they encounter when conducting research, and the steps they take to overcome those obstacles. The results are currently being tabulated and analyzed.

### ***College Goal #4 - Innovation***

- Creation of "flipped" videos introducing concepts to students to watch before they come to the library instruction classes.

- Spring Library Newsletter was a special issue on document management, featuring articles from librarians about the variety of possible ways to save electronic versions of school work, including drop box, google drive and usb.
- Continuation of the chat reference services at both campus libraries and the incorporation of clicker polling devices within the instruction classroom.
- As a response to student demand, added a scanning station where documents can be scanned and sent to email, saved to a usb or handheld device.
- Librarians incorporate survey monkey surveys into instruction sessions within PowerPoint presentations and Libguides, to assist in fine tuning presentation content and to gauge student understanding.

#### ***College Goal #5 - Professional Development***

- Librarians continue to actively participate in both on-campus and off-campus continuing education opportunities.
- Librarians presented 3 CTL classes: Turnitin, Designing Effective Library Assignments and SUNY Orange Databases on the iPad.
- Librarians attended 22 CTL classes.
- Librarians participated in 24 webinars from a variety of vendors on matters relating to library technologies, instruction, and assessment.
- Librarians were active participants in the following conferences: SUNY Orange Leadership Conference, SUNY Libraries Association Annual Conference, ANNY Conference on assessment at West Point, ACRL-Academic College and Research Libraries Local chapter conference, Teaching in the Hudson Valley Using Primary Resources, Library Instruction Boot Camp.
- Librarians participated on SUNY-wide Library Taskforces and on local Southeastern Libraries Resource Council committees.

#### ***College Goal #6 - Learning Environment***

- The Library continues to look for opportunities to reduce waste. Our recent acquisition of the Scannix scanner and elimination of the paper photocopiers has continued to reduce our student's paper reliance.
- We are mindful of supporting student research needs at multiple campus locations and are making an effort to provide more resources in electronic format. To this end we continue to add more content to the Library webpage and to grow our electronic collection of materials. Our most recent subscription to Stat!Ref, a collection of electronic books in the nursing area will serve the students enrolled in the nursing program without being campus dependent.
- Newburgh librarians took an active role in recent Earth Day festivities promoting events with displays and serving on the planning committee.
- The Library Satisfaction Survey for 2012-13 asked students to respond as to their level of satisfaction with the collection and the facilities. The survey results indicate a general high level of satisfaction with the collection, services, competency and friendliness of the staff, and with the facilities. Three areas stood out with slightly higher dissatisfaction numbers, though still low in percentage to satisfied levels. The 3 items were number and availability of seats, noise, and hours. The library staff plans to review the results over the summer.

#### ***College Goal #7 - Resources***

- Resource needs are reflected in the planning cycle and PBIE documents prepared by the Library.
- The Library's laptop borrowing program continues to supplement the fixed computer resources in the commons rooms.



- The Library continues to support students who bring their own mobile devices to campus through face-to-face assistance and written support instructions on our webpage.

◆ **OTHER**

- Librarians worked closely with staffing at SUNY Office of Library Services to troubleshoot a technical issue with loading cataloging records to our Library Management System.
- Librarians worked on several system upgrades with our Library Management System and Illiad, our electronic interlibrary loan system.
- Librarians worked on documenting student learning objectives for library instruction.
- Librarians are reviewing the Library webpage in preparation of the Portal project.

◆ **PLANNING: *Looking Ahead***

The Library Goals for 2013-14 remain essentially unchanged, however the objectives have been realigned and updated to include online learning environments.

- **Goal 1** The library resources shall support the curricula of the College, provide the basis for a well-rounded liberal education and meet the research needs of the college community.  
Objective 1: Identify, select and acquire library materials to meet student and curricular needs.  
Objective 2: Evaluate and replace materials within the collection.
- **Goal 2** Provide an effective program of Library Instruction where students will learn the methods and processes necessary to effectively carry out scholarly research in both face-to-face and online learning environments.  
Objective 1: Continue to expand and adapt the Library Instruction Program to include information literacy core competencies.  
Objective 2: Collaborate with academic departments to design assignments that allow students to develop information literacy competencies throughout their academic career.  
Objective 3: Continue to develop an Information Literacy Assessment Plan to measure the impact of library instruction on student learning and to improve the delivery of instruction.  
Objective 4: Guided by the plan, conduct an ongoing cycle of assessment for continuous improvement.
- **Goal 3** Provide timely access to a full-range of information materials and resources to support both face-to-face and online learning environments.  
Objective 1: Provide timely access to resources and technology that supports productivity, efficiency, and information seeking behaviors.  
Objective 2: Provide timely access to sources of information outside the immediate collection.
- **Goal 4** Create a friendly, safe and supportive environment with trained staff and sufficient equipment and facilities to support the research process.  
Objective 1: Provide an adequate number of trained staff at public service points within the Library.  
Objective 2: Continuously add and upgrade equipment and facilities to support changing curricular and student needs.  
Objective 3: Sustain the Information Commons environment by continuously evaluating and expanding services.

## **MORRISON LAB SCHOOL AND NEWBURGH LAB SCHOOL AY 2012-2013**

*Submitted by: Nadine Girardi, Director*

### **◆ LOOKING BACK**

#### ***Academic Year Goals 2012-2013***

##### Significant Activities

The Morrison Lab School and Newburgh Lab School both were licensed and opened the doors in time for the Fall 2012 semester. Our programming expanded to include infants. We also expanded the year by staying open for the full year to allow students to use us during both summer sessions. We partnered with the Middletown School District to offer two UPK programs (am and pm) and a targeted preschool classroom for children with English as a second language.

##### Initiatives

Working with various College departments was a goal from the conception of the program. The Education Department of the College and the lab schools have developed a very strong working relationship. Jennifer Mirecki is acting as a liaison between the department and the lab school. She is a mentor for the lab school teachers. We provide a location where the education students can complete their observations and assessments of young children and also their student teaching requirement. Students have also completed class projects at the lab schools. We have been working together to establish a set curriculum that will be introduced in the College classrooms and will be offered to the children at the lab schools.

The lab schools became a place where nursing students came to complete their pediatric unit, the developmental psychology department came to observe young children, dental hygiene department came to do a presentation for our preschool class, and the occupational therapy assistant program came to assess the needs of our teachers to hopefully provide us with guidance in their field of expertise.

##### Achievements

An Advisory Board for the Lab Schools was created consisting of parents, staff members, professors from the education department and community members. The Board will meet three times per year, August, January and May. The Board currently has a Fundraising Committee, Marketing Committee, and a Curriculum Committee. Bylaws are in the process of being drawn up.

The Middletown Lab School hosted an OTA Sensory Fair which was very successful.

##### ***Measures***

A Family Survey was distributed to all lab school families so we can begin the National Association for the Education of Young Children accreditation process. We should have a measurement of how we have been doing by evaluating the family responses. From there we can move forward in the accreditation process.

## ◆ COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS

### ***College Goal #1 - Academic Courses, Programs & Services***

A Curriculum Committee was created as part of the Advisory Board to insure that the early childhood curriculum being taught to the education students at the College was the same as was being offered to the young children at the lab schools. The curriculum committee consists of the Directors of lab schools and Elizabeth Tarvin, Katherine Sinsabaugh, and Jennifer Mirecki. We created a Mission Statement, a lab school philosophy and chose the use of the Creative Curriculum as an appropriate platform for guiding students in developmentally appropriate practices for young children.

### ***College Goal #2 - General Education, Civic Responsible and Cultural Diversity***

Created a summer camp program, SMART (Sensory Motor Activities and Recreational Transition) for children who did not qualify for OT services during the summer but would benefit for extra support during the summer. This is scheduled to be held at both lab schools during the summer session 2 time period.

### ***College Goal #3 - Partnerships***

By providing a UPK program, we are partnering with the Middletown School District and the Newburgh School district to provide an educational environment for the children of the cities. We are collaborating with other departments of the College to utilize our schools as an educational facility where college students can observe and learn about young children.

### ***College Goal #4 - Innovation***

We provide learning opportunities for the children through the use of our computers, SmartBoards, and iPads. Staff can take advantage of a variety of training opportunities through webinars and those that are offered at the College.

### ***College Goal #5 - Professional Development***

Staff Development has been provided by Professors in the Education Department which was exceptionally well received by both of the Lab School staffs. We had one cooperative in service training (Education Department and the staffs from both lab schools) at the beginning of the fall semester with a trainer brought in by Elizabeth Tarvin from the Rockland County Child Care Services Council. The staff also has opportunity to take advantage of webinars through the College, through NYS and various educational websites.

As we move towards NAEYC accreditation, hopefully there would be more opportunity for us to partner with the Education Department to meet training requirements.

### ***College Goal #6 - Learning Environment***

Our buildings are only a year old. Our goal in this area is to keep them looking just as fresh and welcoming as they did on opening day.

### ***College Goal #7 - Resources N/A***

◆ **OTHER** N/A

◆ **PLANNING: *Looking Ahead***

- The initiation of the Creative Curriculum Early Childhood Education Model to our Lab Schools which will coincide with the Education Department early childhood education model. The Creative Curriculum Model follows the needs of the young child by meeting the children interests and developmental abilities. This is the curriculum model Kindercollege followed but it was never formalized into calling it the Creative Curriculum. We can also meet the Middletown School District and the Newburgh School District Curriculums through following Creative Curriculum. We can also include valuable aspects from the Emergent Curriculum as well as aspects of the Reggio Emilia Curriculum through the use of Creative Curriculum. This will give the Education students a well-rounded educational experience and seeing firsthand how these models can work together.
- In the future, it may be worthwhile investigating a summer camp program in technology. This could spearhead into offering a school age child care program for before and after school to children between the ages of 6 to 10 years of age for the Fall of 2014.
- Beginning the accreditation process for both lab schools has begun by having sent out Family Surveys this spring. This is the first step in the process. We will evaluate the responses and learn the areas we need to improve upon.
- Overhauling our website to attract more customers is a primary goal. We need to find creative ways to market our program.
- It would be ideal to operate English as a second language summer school program with the Middletown School District to help support the children who advanced during the school year, but will not have that support for the two months during the summer. If there is a possibility of a grant through the district, it would be nice and beneficial for the children.
- If it was possible for our staff to audit education classes for staff development it would enable us to meet training requirements in a new and interesting way.

## OFFICE OF EDUCATIONAL PARTNERSHIPS AY 2012-2013

*Submitted by: Mary Ford, Director*

*Contributors: Ramona Burton and Lyla Ten Eyck*

### ◆ **LOOKING BACK**

#### **A) Goals 2012-2013**

- Apply for Liberty Partnerships Program (LPP) grant and SUNY Innovative Instruction Technology (SUNY IIT) grant
- Pilot new courses at satellite centers
- Increase the interaction between LPP and the college's academic departments
- Update four or more existing articulation agreements
- Move to new location in SUNY Orange Library
- Institute a program of annual surveys of Community College in the High School Program teachers, principals, guidance counselors and graduates

#### **B) Measures: Data & Assessment**

- OEP was awarded a \$1,750,000 LPP grant for 2012-2017 and a \$12,749 SUNY IIT grant for 2012-2013. The SUNY IIT Grant was titled "Improving Student Performance in SUNY Orange Placement Assessment and Developmental Courses Through the Use of Video Presentations."
- Three new courses were initiated but cancelled due to low enrollment. The courses were CRJ 101 at Monroe Woodbury High School and ACC 153 and BIO 125 at Warwick Valley High School.
- Alex Kay (English Department) served as instructor for LPP's "Writing Workshop" series, its "Senior Seminar" program and its English Regents Preparation session.
- Six articulation agreements were updated.
- OEP moved from the Morrison Mansion to the Library in Summer 2012.
- Teachers, principals, guidance counselors and graduates were surveyed.

### ◆ **COLLEGE GOALS, STRATEGIC PRIORITIES & INSTITUTIONAL EFFECTIVENESS**

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

- OEP Senior Secretary was elected CSEA representative on the Committee for Institutional Diversity and Equity (CIDE) for academic year 2013-2014.

#### ***College Goal #3 – Partnerships***

##### CCHSP

- CCHSP course enrollment increased from 1,751 in Fall 2011 to 1,818 in Fall 2012. The program generated \$1,228,879 in revenues in the 2012-2013 academic year. CCHSP courses

were offered in 16 high schools in Orange County, and the program included 40 courses from eight college departments and 186 class sections.

- CCHSP high school faculty and liaisons joined SUNY Orange faculty and chairpersons to discuss academic and departmental issues at the annual CCHSP dinner meeting. There were 47 attendees at this event.
- Service stipends were provided to CCHSP instructors and liaisons.
- CCHSP students participated in the College's course evaluation program.

#### OEP

- OEP and Orange-Ulster BOCES co-sponsored the English Faculty Exchange (24 attendees) and the Science Faculty Exchange (23 attendees) at which SUNY Orange faculty and department chairpersons met with faculty and administrators from Mount Saint Mary College and from local high schools.
- OEP Director served on OU BOCES' CTEC Advisory Council and also served as a member of a focus group as part of the selection process for the new OU BOCES District Superintendent.
- OEP developed or extended articulation agreements with five post-secondary institutions. These were as follows:
  - Cornell University College of Agriculture and Life Sciences – updated Comprehensive Agreement;
  - DeSales University – A.A. and A.S.;
  - Excelsior College – A.A.S. Nursing to B.S. Nursing, A.A.S. Business Management to B.S. Business with General Business Concentration, A.S. Business Administration to B.S. Business with General Business Concentration; and
  - SUNY Binghamton – R.N. to B.S.N.;
- The following articulation agreements with OU BOCES were updated:
  - Advertising Art and Design;
  - Computer Programming;
  - Education and Management;
  - Engineering Academy;
  - Engineering Academy CAD;
  - Law Enforcement; and
  - Microsoft Office User Specialist.
- WRT040 was offered at Goshen Secure Center, a juvenile detention center, in Summer 2013.
- OEP Senior Secretary served as co-captain of the SUNY Orange Morrison Hall/Library 2013 Heart Walk Team, which raised \$724 for the American Heart Association.

#### CYD

- LPP provided tutoring, homework support and Regents exam preparation to 134 Middletown Enlarged City School District students and 146 Newburgh Enlarged City School District students.
- LPP initiated "Senior Seminar," a college-readiness series focusing on college applications, essay writing, financial aid and scholarship assistance.
- LPP student groups visited the following colleges: Culinary Institute of America, Dutchess Community College, Columbia University, and Fordham University.
- LPP students participated in "A Step Above," a workforce development program. Subjects covered included communication skills, workplace practices and networking strategies.
- LPP coordinated "Networking: Anyplace, Anytime, Anywhere," an interactive, informational one-day conference. Subjects covered included navigating social network sites and professional networking best practices.

- LPP coordinated a one-day service learning conference, “Leadership Through Service: Inspiring Youth Agents and Social Activism.” Dr. Karanja Carroll, Assistant Professor of the Black Studies Department at SUNY New Paltz, and a panel of community leaders participated.
- LPP offered “Making Proud Choices” and “Be Proud! Be Responsible!” These programs are designed to help middle school students and high school students make responsible personal choices and decisions. They were facilitated by Maternal-Infant Services Network and Planned Parenthood of the Mid-Hudson Valley.
- LPP students participated in the following community services projects: Habitat for Humanity Walk for Housing, Newburgh Community Clean Up, and Newburgh Professional & Business Association Reception.
- LPP coordinated parent-advisory groups in Newburgh and Middletown to involve parents in program planning and student outings.
- LPP offered “Are You College Ready?” This workshop for parents focused on college preparation and the search process. SUNY Orange Admissions Director Maynard Schmidt was among the speakers.
- LPP participated in SUNY Orange’s Adopt a Family project. Ten LPP families were adopted.
- LPP hosted the Annual Holiday Celebration for LPP families.
- LPP student groups participated in the following trips/events: Franklin D. Roosevelt Historic Site (Hyde Park, NY); Tuskegee Airmen, Inc. 15<sup>th</sup> Annual Tuition Assistance Awards Celebration (Newburgh); “Black History Month: At the Crossroads of Freedom & Equality...Observing Works of the Community” (Newburgh); “FELA” (Schenectady, NY); Museum of Innovation and Science (Schenectady, NY); Harlem Walking Tour (New York City); Scream & Shout (Kingston, NY); Dave & Busters (West Nyack, NY); and Lucky Strikes (West Nyack, NY).
- CYD partnered with community based organizations, educational entities, and businesses including Alpha Phi Alpha Fraternity; Arrangements Concierge; Black History Committee of the Hudson Valley; City of Newburgh Human Rights Commission; Cornell Cooperative Extension of Orange County; Friends of the NYS Liberty Partnerships Inc.; Habitat for Humanity of Greater Newburgh; JC Penney; Maternal Infant Services Network; Mid-Hudson Association of Pre-Collegiate Programs; Newburgh Interfaith Emergency Housing, Inc.; Newburgh Professional & Business Association; Planned Parenthood of Mid-Hudson Valley; Safe Harbors Community Clean Up Committee; SUNY New Paltz Black Studies Department; Team Newburgh, Tuskegee Airmen, General Trowell Harris Chapter; Toys For Tots; and Zeta Phi Beta Sorority

#### ***College Goal #4 – Innovation***

- Using funding from the SUNY IIT Grant, OEP in conjunction with CTL is developing a series of videos about the SUNY Orange Placement Exam. Together with Dena Whipple O’Hara, OEP Director presented “Improving Student Performance in SUNY Orange Placement Assessment and Developmental Courses Through the Use of Video Presentations” at SUNY’s CIT 2013 Conference.

#### ***College Goal #5 – Professional Development***

- CYD staffers attended the following staff development activities: “Advancing Youth Development,” “Friends of Liberty 2012 Professional Development Conference,” “The Role of Expanded Learning Opportunities (ELOs) in School Reform,” “SMART Board Basics, Mandated Reporter Training,” “Agency Soup Networking,” “New Ideas and Best Practices in

Developmental Reading and Writing," "CareerZone System," "LPP Data Evaluation Webinar," and "Equitable Outcomes for ALL Students: Improving Teaching, Leading and Learning."

- Through the SUNY IIT Grant, co-sponsored with the Center for Teaching and Learning (CTL) three seminars geared to instructors who teach developmental courses at the College: "Best Practices and Current Trends in Teaching Developmental Math" (Peter Arvanites, Professor, SUNY Rockland); "New Ideas and Best Practices in Developmental Reading and Writing" (Dr. Dolores Perin, Professor, Teachers College, Columbia University); and "Reaching and Teaching Students in Developmental Reading and Writing" (Mary Warren, Professor, SUNY Orange).
- OEP Senior Secretary served on the SUNY Orange 2013 Leadership Conference Committee.

◆ **PLANNING: *Looking Ahead***

- Visit school district principals and guidance counselors to update them and receive input on CCHSP, Faculty Exchanges, and placement exam videos;
- Update/develop eight or more articulation agreements;
- Establish additional connections between LPP and academic departments;
- Update LPP forms to be included as appendices to updated LPP guidelines; and
- Pilot two new offering(s) at satellite(s).



# **ADDENDA**



## ADDENDUM #2

### SUNY ORANGE COMMUNITY COLLEGE Department of Science and Engineering

#### GENERAL EDUCATION ASSESSMENT RESULTS Academic Year 2012/2013

The general education assessment battery was administered at the end of the Fall 2012 semester while the Acoustics and Physical Science (PSC125) courses were assessed at the end of the Spring 2013 semester. A sampling approach was utilized for this assessment whereby one section of each course was selected for testing. Tests were scored by course faculty and the committee chair. A total of 138 students participated in the test. Data were compiled by the committee chair. The test used in the assessment is included as an attachment. The department as a whole felt that the process was done fairly and that it is a good representation of the students learning outcomes.

#### Target Courses:

AST 120	Astronomy
CHM 103	Applied Chemistry I
CHM 105	General Chemistry I
CHM 120	Elements of Chemistry and Physics
GEO 110	Physical Geology
PHY 101	General Physics I
PHY 103	Physics for Science & Engineering I
PHY 105	General Physics I with Calculus
PHY 108	Acoustics
PHY 111	Applied Physics I
PSC 125	Physical Science/Physical World
PSC 140	Physical Science/Environment

#### RESULTS:

Overall results of the 2012-2013 assessment are shown in Table 1; for comparison, the results of the 2009-2010 assessment are shown in Table 2. (In the 2009-2010 assessment, all course sections were tested involving a total of 379 students).

**Table 1 - Natural Science Assessment Results 2012 - 2013**

	Exceeding	Meeting	Approaching	Not Meeting	Meeting or Exceeding
Methods	49%	45%	7%	0%	93%
Data	53%	43%	7%	0%	93%

**Table 2 - Natural Science Assessment Results 2009 - 2010**

	Exceeding	Meeting	Approaching	Not Meeting	Meeting or Exceeding
Methods	63%	30%	6%	1%	93%
Data	65%	28%	5%	1%	94%

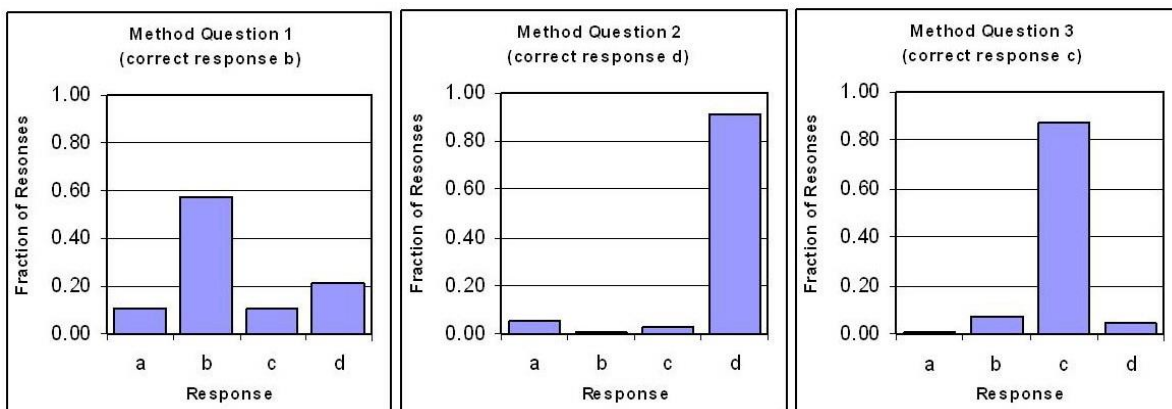
The category criteria used in each section of the assessment is as follows:

Exceeding:	3 of 3 questions correct
Meeting:	2 of 3 questions correct
Approaching:	1 of 3 questions correct
Not Meeting:	0 of 3 questions correct

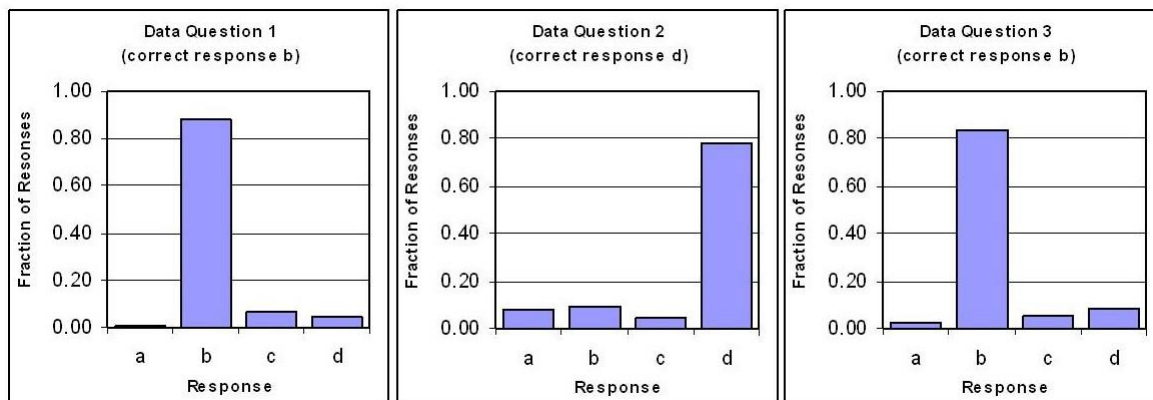
Comparing the 2012-2013 and 2009-2010 results, while the percentage of students in the “Meeting or Exceeding” category is nearly identical, the percentage in each component has shifted with 12% and 14% fewer students achieving perfect scores in the Methods and Data sections of the test respectively. Details of question responses are shown in Figures 1 and 2 for method and data questions, respectively.

Responses to the first method question show a substantial deviation from the correct answer “b” (using a beam balance to determine mass is an example of comparison with a standard), with answer “d” (an experiment) being the most frequent incorrect answer and the remainder relatively evenly split between the other incorrect answers. Method questions 2 and 3 showed only scattered selection of incorrect answers.

Responses to data questions are not as clear as was the case for method questions. Question 2 (regarding sampling to determine the origin of a rock found at the base of a cliff) was answered correctly to a somewhat lesser extent than the other data questions, with responses “a” and “b” (collect from base of cliff and collect from top of cliff respectively) being chosen with similar frequency. (It is interesting to note that this question also received some feedback of ambiguity among faculty members).



**Figure 1 - Response frequency of method Questions**



**Figure 2 - Response frequency of data questions**

The department will revisit the results in the Fall of 2013 to generate feedback and to determine the level at which these results support the mission, vision and values of the Department of Science and Engineering.

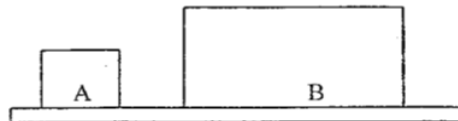
Submitted by William Stillman  
 Natural Science Assessment Committee Chair

**SCIENTIFIC METHODS** Directions: circle the most appropriate answer.

1. Using a triple beam balance to determine the mass of a sample is an example of measuring by using
  - a. A classification
  - b. A comparison with a standard
  - c. A model
  - d. An experiment

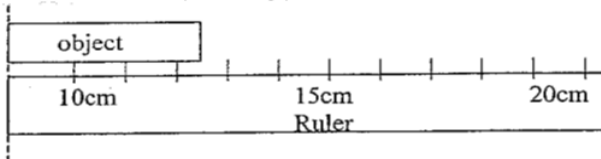
2. Two massive blocks A and B are placed on a table for comparison as shown. From the diagram we can conclude that:

- a. Block B is heavier than block A
- b. Block A is heavier than block B
- c. The density of block A is greater than block B
- d. None of these statements can be made.



3. According to the scientific method the length of the object below should be recorded as

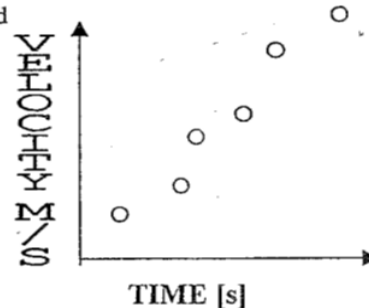
- a. 10cm
- b. 15 cm
- c. 12.5 cm
- d. 12.569350cm



**SCIENTIFIC DATA**

1. The results for a laboratory experiment monitoring the time and velocity of an object are plotted on the graph to the right. According to the graph as TIME increases the VELOCITY will:

- a. decrease
- b. increase
- c. remain constant
- d. there is no clear relationship



2. An unusual rock was discovered at the base of a steep cliff. To best determine the origin of this rock which of the following procedures should be employed?
  - a. Collect samples from the base of the cliff for comparison.
  - b. Collect samples from the top of the cliff for comparison.
  - c. Collect samples from random locations around the county for comparison.
  - d. All of the above should be employed.

3. The statement, "If Mars once had running water there should be some visible evidence of erosion" is an example of

- a. A fact
- b. A hypothesis
- c. A conclusion
- d. An observation

### ADDENDUM #3 - BMST COMPILATION FOR AY 2012-13

Division BMST	Ap Tch	Biol	Bus	Math	SEA	ED-Bio	ED-Math	Total			
<b>Total Headcount</b>	212	245	758	94	208	5	19	1541	22.90%	6716	
<b>Full Time (12 or more Part Time)</b>	135	169	481	71	166	3	14	1039	30.21%	3439	
<b>3/4 Time (9 - 11.5)</b>	22	25	83	4	14	0	3	502	15.32%	3277	
<b>1/2 Time (6.5 - 8.5)</b>	33	30	124	14	18	1	2				
<b>&lt; 1/2 Time (5 - 5.5)</b>	23	21	70	5	10	1	0				
<b>Total Credit Hours</b>	2303.5	2770.5	8314	1096	2686.5	52	234	17456.5	26.50%	65871	
<b>Annual FTE</b>	76.78	92.35	277.13	36.53	89.55	1.73	7.8	581.87	26.50%	2195.7	
<b>Full Time Credit Hours</b>	1807	2263	4970	952	2392	42	192				
<b>Average Credits-FT</b>	13.5	13.4	13.42	13.41	13.79	14.8	13.7	13.71714	0.5	13.22	
<b>Part Time Credit Hours</b>	496.5	502.5	1451.5	144	294.5	10	42				
<b>Average Credits-PT</b>	13.5	6.6	7.2	6.26	6.89	5	7.5	7.564286	1.34	6.22	
<b>Location:</b>											
<b>Distance Learning</b>											
<b>Total Headcount</b>	21	7	100	3	5	1	3				
<b>Total Credit Hours</b>	56	28	416	9	13	3	9				
<b>AFTE</b>	1.87	0.93	13.87	0.3	0.43	0.1	0.3				
<b>Newburgh</b>											
<b>Total Headcount</b>	24	38	240	19	17	1	5				
<b>Total Credit Hours</b>	164.5	311.5	1955.5	156.5	125	3	21				
<b>AFTE</b>	5.48	10.38	65.18	5.22	4.17	0.1	0.7				
<b>Student Type (Headcount):</b>											
<b>First Time</b>	50	78	169	37	65	1	3	403			
<b>Transfer</b>	10	10	36	9	10	0	0	75			
<b>Continuing</b>	120	129	462	43	117	3	15	889			
<b>Returning</b>	32	28	91	5	16	1	1	174			
<b>Student TYPE (Credit Hours):</b>											
<b>First Time</b>	645.5	984.5	1951	450.5	908	12	41				
<b>Transfer</b>	99.5	96	412.5	117.5	135	0	0				
<b>Continuing</b>	1260	1435	5145.5	494	1495.5	23	180				
<b>Returning</b>	307.5	255	800	34	148	17	13				
<b>Race/Ethnicity:</b>											
<b>Hispanic / Latino</b>	41	57	180	27	38	2	4	349			
<b>Non-Hispanic / Latino</b>	171	188	578	67	170	3	15	1192			
<b>2 or more Races</b>	5	4	10	3	4	0	1				
<b>American Indian/Alaskan Native</b>	1	0	2	0	0	0	0				
<b>Asian</b>	11	8	22	1	3	0	2				
<b>Black</b>	22	31	82	11	22	0	2				
<b>Nat. Hawaiian/Pacific Islander</b>	0	1	0	0	0	0	0				
<b>Unknown</b>	0	1	0	0	0	0	0				
<b>White</b>	132	143	462	52	141	3	10				
<b>Gender:</b>											
<b>Total Females</b>	21	146	382	32	40	3	15	639	41.47%	57.20%	
<b>Total Males</b>	191	99	376	62	168	2	4	902	58.53%	42.80%	
<b>Age:</b>											
<b>Average Age</b>	24.4	20.5	24.92	20	20.4	26	22	22.60286			
<b>Under 18</b>	6	19	25	9	8	0	0				
<b>18-19</b>	66	109	233	40	98	1	9				
<b>20-21</b>	42	48	162	19	46	0	6				
<b>22-24</b>	36	33	110	14	25	1	0				
<b>25-29</b>	25	21	86	10	22	3	2				
<b>30-34</b>	16	9	43	0	5	0	0				
<b>35-39</b>	7	3	25	1	1	0	0				
<b>40-44</b>	10	3	51	1	1	0	0				
<b>45-49</b>	4	0	23	0	2	0	0				
<b>50-64</b>	0	0	0	0	0	0	0				
<b>65 &amp; Over</b>	0	0	0	0	0	0	0				
<b>Educational Goals:</b>											
<b>1A</b>	Transfer to another SUNY college after earning a degree / certificate	51	84	245	47	87	2	14	530	530	
<b>1B</b>	Transfer to non-SUNY college after earning a degree / certificate	32	46	75	15	39	2	0	209	209	
<b>2A</b>	Transfer to a SUNY college without earning a degree / certificate	4	17	36	5	11	0	0	73	73	
<b>2B</b>	Transfer to a non-SUNY college without earning a degree / certificate	70	18	13	2	10	0	1	114	114	
<b>3</b>	Earn a degree / certificate and seek employment rather than pursue further post secondary education									926	
<b>4</b>	Learn new skills or upgrade existing skills without earning a degree / certificate	1	15	189	2	17	0	0	224	224	
<b>5</b>	Seek enrichment rather than to pursue a degree / certificate	0	1	2	0	1	0	0	4		
<b>6</b>	Obtain a GDP through the accumulation of college credits	0	0	1	0	0	0	0			
<b>7</b>	Uncertain	45	42	137	13	31	1	4	273		
<b>8</b>	No response	9	22	58	9	12	0	0	110		

## ADDENDUM #4

### Rationale for Change of Introduction to Statistics from MAT 125 to MAT 120

There are several reasons for this proposed change.

A. Currently, the Mathematics requirement of the Liberal Arts AS - Math/Science Program has 2 components:

1. SUNY Math - MAT 121 or higher
2. MAT 122 or higher

In the past, the interpretation has been that MAT 125 meets both requirements (and, as worded, it does). So a student who only takes MAT 121 and MAT 125 does not need to take any more mathematics courses to graduate with this degree. Thus a student can attain this degree and not even be "Calculus-ready". By changing 125 to 120, Introduction to Statistics would no longer be numerically higher than College Algebra and College Trigonometry, and any student graduating with this degree will be at the *minimum*, Calculus-ready.

B. After scanning the transfer mobility tool on the SUNY webpage, [https://www.suny.edu/student/transfer/transfer\\_mobility\\_all.cfm](https://www.suny.edu/student/transfer/transfer_mobility_all.cfm), it is clear that many BMST-related programs suggest students complete Calculus in the first two years of study. Making this proposed change brings us closer to this goal.

C. Currently, the prerequisite for MAT 125 and MAT 122 is as follows:

Course	Prerequisite
MAT 125	MAT 102
MAT 122	MAT 121

By looking at this chart, it is clear that changing 125 to 120 would make more sense numerically.

D. As per Mr. Neil Foley, Registrar: "Some students in the Liberal Arts AS - Math/Science program choose to take and pass MAT 125 (or are given transfer credit for this course) prior to taking and passing 121. Of these students, some then have difficulty qualifying for financial aid should they need to repeat a C-minus, D-plus, D, or D-minus in 121 because they truly wish to go on to 122. But at this point, the requirements have been met with 121 and 125." If the proposed change is made, students who truly wish (or need) to take Introduction to Statistics along with the College Algebra and Trigonometry sequence are not precluded from taking it; there are many slots in the AS Liberal Arts Natural Science degree into which Introduction to Statistics would fit.



## ADDENDUM #5

### **ACTIONS TO BE TAKEN IN ADDRESSING GENERAL EDUCATION ASSESSMENT FINDINGS**

- Faculty will be encouraged to include more problems on quizzes and exams in which students must explain their answers. Additionally, when asking a student to answer a question in class, faculty should ask students to explain verbally how they arrived at the answer.
- To stress notation faculty are encouraged to deduct a small amount for notation errors in exams and quizzes, even if the final answer is correct.
- For MAT 111 test question 2 should be reworded.
- More emphasis should be placed on interpreting graphs:
  - determining function values from graphs
  - determining intervals of increasing, decreasing and constant behavior from graphs, and the use of the appropriate notation to express findings
  - more in-class experience with graphical interpretation
  - more time should be spent on the unit circle in College Trigonometry
- More time needs to be spent in class discussing the limits of mathematical methods
- More of an effort to exchange teaching practices and ideas within our department should take place so that we can learn from each other.
- More emphasis should be placed on word problems especially in Intermediate Algebra.
- In Intermediate Algebra, faculty should try to be aware of the need to stress translation skills for word problems. Discussion should take place concerning notation and definitions of function, range and domain. At this point they are optional topics. Should these topics be made mandatory? These skills show up in higher courses.
- In College Algebra faculty should continue to place emphasis on piecewise defined functions. Make sure the supplementary sheet is always handed out to faculty. Here, as in the other courses, we should include more questions that require students to explain their reasoning. Greater emphasis on word problems should be made.
- Questions for College Algebra should be reviewed. Two out of the five questions require the use of a calculator. Many faculty members do not allow the use of calculators. A discussion concerning this issue needs to take place. In question #2 the point (1,1) should replace (-2,4). This way there will be no points that lie on both graphs.
- The following topics should be emphasized and covered thoroughly in Statistics:
  - Hypothesis Tests (Both traditional and P-Value)
  - Using the Normal Distribution to approximate the Binomial
  - The use of the T-Distribution versus the z-Distribution