

Appendices



Appendix A - Orange County Community College Acronyms

AFTE	Annual Full Time Equivalency
A.A.	Associate in Arts
A.A.S	Associate in Applied Science
A.S.	Associate in Science
AVP	Associate Vice President
BOT	Board of Trustees
CAPE	Continuing and Professional Education
CAPP	Curriculum Advising & Program Planning tool
CCHS	Community College in the High School
CCSSE	Community College Survey of Student Engagement
CSEA	Civil Service Employees Association
CTL	Center for Teaching and Learning
ESL	English as a Second Language
FYE	First Year Experience
GE	General Education
GEAR	General Education Assessment Review group
IE	Institutional Effectiveness
IM	Information Management
IPAR	Institutional Planning, Assessment & Research
IPEDS	Integrated Postsecondary Education Data System
FAFSA	Free Application for Federal Student Aid
FTE	Full Time Equivalent
MOU	Memorandum of Understanding
MSCHE	Middle States Commission on Higher Education
NYS	New York State
NYSED	New York State Education Department
OCCC	Orange County Community College
PBIE	Planning & Budgeting for Institutional Effectiveness
PIP	Online Planning and Prioritization System
PRR	Periodic Review Report
PRT	Promotion Retention and Tenure
SCBA	Strengthened Campus Based Assessment
SIRIS	SUNY Institutional Research Information System
SLO	Student Learning Outcomes
SUNY	State University of New York
VP	Vice President
VPA	Vice President for Administration
VPAA	Vice President for Academic Affairs
VPIA	Vice President for Institutional Advancement
VPSS	Vice President for Student Services
Technology	
ITS	Information Technology Services
CMM	Capability Maturity Model
COBIT	Control Objectives for Information and related Technology
ODS	Operational Data Store
SSB	Self-Service Banner
USO	User Support Operations

Appendix B - IT Master Plan Project Status Update 2007-2008:

<u>Project Name</u>	<u>FY Due</u>	<u>STATUS</u>
Banner		
Portal	01/2007	Completed
Finance	09/2006	Completed
Financial Aid	04/2007	Completed
HR/Payroll	01/2009	Stopped/Not completed
Student		
Admissions	10/2006	Completed
Records & Registration	04/2007	Completed
AR/Cash Received	04/2007	Completed
Advancement	07/2008	Stopped/Not completed
ODS	04/2007	Completed
EDW	04/2008	Stopped/Not completed
Data Conversion	On-going throughout Banner project	Completed
Data Center HW/SW	Summer 2009	In Progress
1. Document Imaging	08/2007	Completed
2. Novell Upgrade	Summer 2009	In Progress
3. Blackboard Migration To Angel		
a. Phase I - Summer	08/2007	Completed
b. Phase II - All	05/2008	Completed
4. Network Upgrade		
a. Address Current Issues	12/2006	Completed
b. Upgrade to 1Gb/10Gb	03/2007	Completed
c. Wiring Infrastructure	08/2007	Completed
5. Consortium		
a. Video Conf. Room	08/2007	Completed
b. Network Upgrades	08/2007	Completed
c. Smart Class Rooms	08/2008	Completed
d. Cyber-Security	08/2008	Completed
6. BT 355/3557 - Telecomm/CAD Labs	08/2007	Completed
7. BT 251/253/255 Labs	08/2008	Completed
8. Anit-Virus/Anti-SPAM Upgrade	08/2008	Completed
9. New Equipment Distro. (FY 06-07)	03/2007	Completed
10. New Equipment Distro. (FY 07-08)	01/2008	Completed
11. IT Director Searches	12/2007	Completed
12. On-Line Payment	04/2008	Completed
13. Security Plan & BCP/DRP	Summer 2009	In Progress
14. Tech Lifecycle Plan	12/2007	Completed
15. HelpDesk Upgrade	12/2007	Completed
16. LRN Info Commons	05/2007	Completed

Appendix C - Online Planning and Initiative Prioritization System (PIP) - Initiative Summary

Initiative Summary

[Plan Summary](#) / Initiative Summary

INSTITUTIONAL RESEARCH 2007 - 2008 >> Online Course Evaluation Survey

[View/Manage Needs & Costs](#)

Submitted in previous years?	Notes/Memo Justification/Rationale Consequences of this initiative not being funded:	Estimated Completion Date:	Will this initiative span multiple budget years? (excluding maintenance / re-occurring costs)
NO Year: N/A	View Notes View Consequences	06/01/2008	YES

GOALS

Goal Type	Goal Reference	Action
STRATEGIC	I (View Goal Description)	
COLLEGE	I .1 (View Goal Description)	
MIDDLESTATES	Standard14 .c (View Goal Description)	
AMP	II .b (View Goal Description)	

ACTION STEPS

Action Step	Target Date	Responsible Party	Action
Contract with Course Evaluation Surveys by September 07	06/01/2008	IR, IT	

EXPECTED OUTCOMES

Outcome	Revisit Date	Action
All courses are evaluated by students online	06/01/2008	
Courses are improved as a result of implementation. Results would be monitored over several years.	08/01/2009	

Appendix D - Online Planning and Initiative Prioritization System (PIP) - Initiative Needs & Costs

Initiative Needs & Costs

Department / Planning Year/ Initiative Title

EQUIPMENT Needs & Costs » [Add Equipment Need & Cost](#)

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

FACILITY Needs & Costs » [Add Facility Need & Cost](#)

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

SUPPLY Needs & Costs » [Add Supply Need & Cost](#)

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

STAFFING Needs & Costs » [Add Staffing Need & Cost](#)

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

TRAINING Needs & Costs » [Add Training Need & Cost](#)

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

MARKETING Needs & Costs » [Add Marketing Need & Cost](#)

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

OTHER Needs & Costs » [Add Other Need & Cost](#)

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

Appendix E - Orange County Community College Core Areas and Indicators of Institutional Effectiveness & Supporting Data

Core Area	Core Indicator	Supporting Data
Academic Success	<ul style="list-style-type: none"> ▪ Goal attainment ▪ Overall completion rates ▪ Student persistence ▪ Degree/ program completion rates 	<ul style="list-style-type: none"> ▪ Student Opinion Survey ▪ CCSSE (Spring 2009) ▪ SUNY Educational Goal (SIRIS) ▪ ODS Reports – cohort, GPA ▪ SUNY Data warehouse – Graduation rates ▪ SUNY Assessment of SLO in academic programs ▪ Student Course Evaluations
Transfer	<ul style="list-style-type: none"> ▪ Successful transfer ▪ Rate & number of transfers ▪ Success at transfer institution (GPA, persistence & completion) 	<ul style="list-style-type: none"> ▪ Student record data from transfer institution ▪ Transcript request data ▪ SUNY Data warehouse – 1 Year Persistence ▪ National Student Clearinghouse
General Education	<ul style="list-style-type: none"> ▪ Successful GE completion ▪ Demonstration of CT, IM & communication skills 	<ul style="list-style-type: none"> ▪ ODS report ▪ SUNY Assessment of SLO in General Education
Developmental Education	<ul style="list-style-type: none"> ▪ Successful subsequent related course work ▪ Improved progress & retention of DE students 	<ul style="list-style-type: none"> ▪ ODS Reports (data elements such as placement assessment scores, course grades, developmental course history, etc.) ▪ Developmental Review Board data ▪ Learning Communities data
Workforce Development	<ul style="list-style-type: none"> ▪ Degree and certificate completion ▪ Job placement rate ▪ Employer feedback ▪ Licensure/Certification pass rates 	<ul style="list-style-type: none"> ▪ Employer surveys administered by department ▪ ODS reports - cohort ▪ SUNY Assessment of SLO in Program ▪ Accreditation reviews/studies ▪ Student Course Evaluations ▪ Data from state licensing and certification bodies collected by Department
Student Services	<ul style="list-style-type: none"> ▪ Student satisfaction with student support services and resources 	<ul style="list-style-type: none"> ▪ Student needs assessment/surveys ▪ Student Opinion Survey ▪ Community College Survey of Student Engagement (CSSE)
Outreach	<ul style="list-style-type: none"> ▪ Satisfaction with courses and workshops ▪ Responsiveness to need ▪ Community participation rate 	<ul style="list-style-type: none"> ▪ Community needs surveys ▪ Satisfaction surveys

Early Childhood Development and Care

Degree Awarded: Associate in Applied Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
PSY 101 General Psychology 1	3
EDU 105 Preparing to Teach Young Children	2
EDU 101 Child Development 1++	3
EDU 111 Childhood Health and Safety	3
EDU 107 Mandated Training	1
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
EDU 102 Child Development 2+++ SUNY Gen Ed Elective**	3
MAT ___ SUNY Math*	3
EDU 208 Home, School, Community#	3
PES ___ Physical Education	1
Third Semester	
COM 101 Foundations of Communication	3
EDU 109 Fundamentals of Early Childhood Language Arts	3
EDU 203 Child Care Curriculum Development 1++	5
EDU 201 Observation & Assessment++ SUNY Gen Ed Elective**	3
Fourth Semester	
PED 156 Infant/Child First Aid & CPR	1
EDU 202 Infant and Toddler Care+++	3
EDU 204 Child Care Curriculum Development 2+++	5
EDU 206 Administration and Management# SUNY Gen Ed Elective**	3
Total Credits: 64	

++ Local daytime observations beyond college classroom required.

Offered Spring semester ONLY

* MAT 102 or higher (MAT 111 recommended)

** These electives MUST satisfy three (3) different SUNY General Education categories chosen ONLY from Category 2 (Natural Sciences), 4 (American History), 5 (Western Civilization), 6 (Other World Civilizations), 8 (Arts), 9 (Foreign Languages), with at least ONE from either Category 4, 5 or 6.

Program Description

The Associate in Applied Science degree program in Early Childhood Development and Care prepares students for responsible and effective employment in positions ranging from aide to head teacher in a variety of early childhood settings. The program provides theory, practical information and extensive supervised experience concerning normal early human development, developmental difficulties, caring for and educating young children, methods for fostering child development, and the operation and management of early childhood facilities.

The primary goals of the Early Childhood Development and Care program are to develop cognitive and critical thinking skills through an integrated education plan; to promote the use of applied knowledge of developmentally appropriate practices in both the College classroom and early learning field site environments; to furnish opportunities for self-directed, creative, professional learning activities; to provide field experiences ranging from minimal observation to full participation, allowing students to demonstrate increasing technical skills working with young children.

Because current research shows that the early years are among the most vital in human development, professional and appropriate educational experiences will develop the ECDC student's thinking, practical and personal skills necessary to teach and care for young children. These activities take place in College classes and seminars, and also in local area field sites. In the field, extensive "hands-on" observation and participation give opportunities to apply education principles, receive individual guidance and feedback, and be involved first-hand, with day-to-day activities in diverse early childhood learning environments. Students will experience 235 hours of such "hands-on" occasions.

A grade of C (2.00) or better is required in all EDU courses for progression in the program and graduation with an A.A.S. or Certificate in Early Childhood Development and Care.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Early Childhood Development and Care

Degree Awarded: Associate in Applied Science

Student Learning Outcomes

Students will:

- demonstrate knowledge of physical, intellectual, language, creative, social and emotional domains by incorporating developmentally appropriate practices in an early childhood environment.
- apply knowledge by effectively planning relevant stage and age level learning activities using varied curricula and lesson plan formats.
- provide a balanced learning atmosphere evidenced by an appropriate physical environment and supportive cognitive and affective methods.
- welcome and integrate into their classroom an unbiased understanding and appreciation of a population that is diverse in appearance, performance, ability and culture.
- demonstrate effective communication skills with children, colleagues and parents.
- develop and exhibit professional and ethical standards of integrity, confidentiality, personal growth and collaborative teamwork in College classrooms and field assignments.



Career Opportunities

- center director
- head teacher (non-public settings)
- teacher assistant
- family child care provider
- early childhood business owner
- nanny or au pair
- early intervention specialist
- recreation leadership
- home visitor
- child care resource and referral
- curriculum consultant

Transfer Opportunities

While the A.A.S. degree leads to immediate employment, SUNY Orange students have successfully transferred. Please check with the intended transfer school for details.

Contact Information

Education
Department Chair
341-4354
Admissions Office
(845) 341-4030

Appendix G - Orange County Community College - Student Feedback Form

STUDENT FEEDBACK FORM

COURSE # _____ SECTION: _____ SEMESTER/ YEAR: _____

COURSE NAME: _____ INSTRUCTOR: _____

Use the following key when evaluating each statement below (your answers are highly confidential):
 N/A = Not applicable to you: that is, you never had this experience and/or can not evaluate this item
 5= Strongly agree
 4= Agree
 3= Neither agree nor disagree
 2= Disagree
 1= Strongly disagree

PREDICTOR	P	A	B	C	D	F
The grade I think I will earn in this course is:						

STUDENT CHARACTERISTICS	N/A	5	4	3	2	1
1. I am taking this course:						
...to meet core curriculum requirements.						
...as part of my major.						
...as a free elective.						
2. I studied and put effort into this course.						
3. My current level of satisfaction in this course is high.						
4. To date, I have met all student learning outcomes.						

COURSE	N/A	5	4	3	2	1
1. Course material was presented in a logical sequence.						
2. I am challenged by this course.						
3. The textbook helped me understand the material.						
4. Examples & illustrations helped me understand the material.						
5. Course material was presented so I could take notes effectively.						
6. Exams were fair: they reflected course content.						
7. I would recommend this course to other students.						

INSTRUCTOR	N/A	5	4	3	2	1
1. My instructor made effective use of class time.						
2. Feedback was given in a reasonable time.						
3. Class discussion & participation was encouraged.						
4. My instructor asked questions that helped me understand the material.						
5. Respect for diverse opinions or methods was demonstrated.						
6. My instructor motivated me to do high quality work.						
7. Important points were summarized in class.						
8. Assignments were graded according to the instructors' grading system.						
9. My instructor gave me extra help, when I asked for it.						
10. My instructor was able to stimulate my interest in the subject.						

LEARNING ENVIRONMENT	N/A	5	4	3	2	1
1. I had the classroom equipment (supplies) needed to complete course / lab work.						
2. The classroom equipment was in adequate condition to work with properly.						
3. The physical conditions of the class room were acceptable.						
4. My classmates contributed to a positive learning environment.						

DEPARTMENT SPECIFIC CRITERIA	N/A	5	4	3	2	1
1.						
2.						
3.						
4.						
5.						

There is a section on the back that we would like you to complete also.

ALL ANSWERS ON THIS SIDE WILL BE TYPED AND SUMMARIZED PRIOR TO RESULTS BEING GIVEN BACK TO INSTRUCTORS TO PROTECT STUDENTS' ANONYMITY.

Please explain what you found most valuable about this course:

Please explain what you found least valuable about this course:

What do you think should be done to improve this course?

OTHER COMMENTS:

DEPARTMENT SPECIFIC OPEN ENDED QUESTIONS:

Appendix H - COURSE EVALUATION SUMMARY - Draft

Course: _____
Term: __ Fall __ Spring __ Spring 20____

Instructor: _____

<p>From the Student Course Evaluations for this course, I learned:</p>
<p>My observations and reflections about this course this semester include:</p>
<p>Based on the results of the Student Course Evaluations and my reflections on the course this semester, I plan to:</p>

Appendix I - Business, Math, Science & Technology - Assessment Schedule

SUNY Orange Program Assessment SCHEDULE - Business, Math, Science & Technology
(TBA = To Be Assessed; x = Previously Administered Assessment)

Business, Math, Science & Technology	Degree	Notes	Accreditation	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Accounting	AS		ACBSP*				x					TBA		
Accounting	AAS		ACBSP				x					TBA		
Accounting Procedures	C						x					TBA		
Architectural Technology	AAS	Program revised - Construction Technology					x						TBA	
Business Administration	AS		ACBSP				x					TBA		
Business Management	AAS		ACBSP				x					TBA		
Clerical Office Assistant	C						x					TBA		
Computer Science	AS						x					TBA		
Computer Information Systems (CIS) Networking	AAS	Program revised - Computer Information Systems					x						TBA	
Computer Information Systems (CIS) Web Development	AAS												TBA	
Electrical Technology (ET)	AAS							x					TBA	
Telecommunications														
Engineering Science	AS					x							TBA	
Liberal Arts & Sciences: Mathematics & Natural Science	AS					x								
Marketing	AAS												TBA	
Medical Office Assistant	AAS		ACBSP				x						TBA	
Office Technologies	AAS		ACBSP				x						TBA	

*ACBSP - Last self-study was completed in 2005; granted 10 year re-accreditation. Quality Assurance reports are due every other year.

Liberal Arts – Assessment Schedule

SUNY Orange Program Assessment SCHEDULE – Liberal Arts
(TBA = To Be Assessed; x = Previously Administered Assessment)

Liberal Arts	Degree	Notes	Accreditation	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Liberal Arts: Humanities & Social Sciences	AA	Never been assessed										TBA		
Liberal Arts: Individual Studies	AS	Never been assessed												TBA
Criminal Justice	AS							x					TBA	
Criminal Justice – Police	AAS							x					TBA	
Law Enforcement/ Security	C							x					TBA	
Early Childhood Development & Care (ECDC)	AAS							x					TBA	
Early Childhood Development & Care (ECDC)	C							x					TBA	
JRTEP: Liberal Arts & Science	AA							x					TBA	
JRTEP: Liberal Arts & Science	AS							x					TBA	
Teaching Assistant	C	Never been assessed											TBA	
Human Services	AS	New program Fall 2007 Never been assessed												TBA
International Studies	AA												TBA	
Performing Arts – Music	AAS					x						TBA		
Visual Communications														
Technology – Graphic Arts/ Printing	AAS					x						TBA		
<i>Honors Program</i>		Determine assessment plan												
<i>Distance Learning</i>		Determine assessment plan												

Middle States Periodic Review Report DUE June 2009

Health Professions – Assessment Schedule

SUNY Orange Program Assessment SCHEDULE – Health Professions (TBA = To Be Assessed; x = Previously Administered Assessment)

Health Professions	Degree	Notes	Accreditation	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	
Dental Hygiene	AAS	Self-Study Fall 2008	Commission on Dental Accreditation ADA	x							Self-Study Site visit				
Physical Therapy Assistant	AAS	Self-Study 1999	Commission on Accreditation in Physical Therapy Joint Review							Self-Study	Site Visit NOV 2008				
Radiologic Technology	AAS	Self-Study 2007-2008	Committee on Education in Radiologic Technology; 5 year accreditation period granted in 2008-2009							Self-Study	Site Visit				
Exercise Studies	AS							x					TBA		
Medical Laboratory Technology	AAS	Self-Study 2005-2006	National Accrediting Agency for Clinical Laboratory Studies (NAACLS)	x				x							
Nursing	AAS	Self-Study 2007-2008	National League for Nursing	x											
Occupational Therapy Assistant	AAS	Self-Study 2004-2005	Accreditation Council for Occupational Therapy Education (ACOTE)				x								
											Periodic Review Report Due				
											JUNE 2009				
											Self-Study Site Visit				

Appendix J - General Education - Assessment Schedule

Orange County Community College GENERAL EDUCATION Assessment SCHEDULE										
2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Mathematics	Natural Sciences	Arts	Mathematics	Natural Sciences	Arts	Mathematics	Natural Sciences	Arts	Mathematics	Natural Sciences
Social Sciences	Humanities	Foreign Language	Social Sciences	Humanities	Foreign Languages	Social Sciences	Humanities	Foreign Languages	Social Sciences	Humanities
American History	Western Civilization	Information Management	American History	Basic COMM*		American History	Western & Other/World Civilization		American History	Western & Other/World Civilization
Basic COMM	Other/World Civilization	Critical Thinking	Western Civilization*	Other/World Civilization	Critical Thinking	Information Management	Basic COMM	Critical Thinking	Information Management	Basic COMM
						SUNY General Education Triennial Report				

Last Updated: 9.25.2008

Appendix K - Information Management Assessment Rubric

Grading Rubric for Information Management Assignments

	Beginning (0-12 points)	Proficient (13-16 points)	Advanced (17-20 points)	Score (Numeric or CBD- Cannot be determined)
1. Determine the extent of the information needed (20 points)	Student creates an unfocused or unmanageable research question. Student identifies few or no relevant information tools.	Student formulates a question that is focused and clear. Student identifies concepts related to the topic, and identifies some useful information tools to meet the information need.	Student formulates a research question that is focused, clear, and complete and identifies key concepts. Student identifies most or all relevant information tools in various potential formats.	
2. Access the needed information effectively (20 points)	Student uses information tools poorly and gathers information that lacks relevance, quality, and balance.	Student executes an appropriate research strategy. Student solves problems by finding a variety of relevant information resources and evaluates search effectiveness.	Student implements a clear and focused research strategy, uses tools effectively, and finds information that directly fulfills the information need.	
3. Evaluate information and its sources critically (20 points)	Student uses inadequate criteria to judge information quality. Student makes little effort to examine the information located for reliability.	Student examines information using criteria such as authority, credibility, relevance, timeliness, and accuracy, and makes good judgments about what to keep and what to discard.	Student compares and evaluates multiple and diverse sources and viewpoints according to specific criteria appropriate for the discipline.	
4. Use information effectively to accomplish a specific purpose (20 points)	Student shows little evidence of incorporating information into their knowledge base. Student uses information poorly to accomplish a specific purpose.	Student often uses appropriate information and evidence to support their claims and conclusions and to accomplish a specific purpose.	Student effectively synthesizes and integrates information from a variety of sources, draws appropriate conclusions, and clearly communicates ideas to others to accomplish a specific purpose.	
5. Use information ethically (20 points)	Student inadequately cites ideas and information of others; does not demonstrate an awareness or understanding of plagiarism or of copyright.	Student cites ideas and information of others with few errors; demonstrates an understanding of plagiarism and of copyright.	Student consistently and accurately cites information of others; demonstrates a clear understanding of plagiarism and of copyright.	

Adapted from California State University; Middle States Commission on Higher Education; and SUNY Council of Library Directors Information Literacy Initiative.

Appendix L



Assessment of Student Learning Outcomes in General Education

SUMMARY REPORT

Use this form to provide a summary report on campus-based assessment of student learning outcomes in General Education

Name of Institution: _____ **Academic Year:** _____
{specify name of branch campus, if relevant}

Program improvements made as a result of the previous assessment of General Education:

In the course of conducting this cycle of assessment, were there any significant deviations from the plan that was approved by the General Education Assessment Review (GEAR) Group? If so, please comment on why the campus felt that it was necessary to make these changes and how these changes may have affected the reported results, if at all.

Major findings of this assessment:

Action to be taken in addressing these assessment findings:

What has been learned that could be helpful to others as they conduct assessment of General Education:

Chief Academic Officer: _____ **Date:** _____

Appendix M Orange County Community College - SUNY General Education Triennial Report

Knowledge, Skills & Competency Areas	Years Assessed	Next Scheduled Assessment	"Closing the Loop" - Activities
Mathematics	2002/2003 2005/2006	2008/2009	<p><i>Improvement initiatives implemented after assessment:</i></p> <ul style="list-style-type: none"> ▪ Allocated increased teaching time to geometry & other application topics ▪ Updated learning outcomes to assure uniformity of teaching ▪ Designed new assessment instruments for each course ▪ Improved advising initiatives ▪ Increased departmental student activities to provide supportive learning environment
Natural Sciences	2003/2004 2006/2007	2009/2010	<p><i>Improvement initiatives implemented after assessment:</i></p> <ul style="list-style-type: none"> ▪ Increased active learning activities & laboratory based exercises in all courses ▪ Revised (Diversity of Life) course to better promote observation, data interpretation, & analysis ▪ Revised content, sequence, and pace (Intro to Biology); developed key content objectives for each lab activity ▪ Developing appropriate rubrics for learning activity scoring ▪ Formalized & focused description/application of scientific method at beginning of semester; Enhanced lab activities (General Biology) to acculturate students to experimentation, observation, & data analysis ▪ Intradepartmental focus groups to discuss improvement strategies course by course & within context of broader programmatic offerings; implement recommended course-based action steps as identified in findings ▪ Continued integration of active learning experiences throughout curriculum; changes in academic delivery to expose students to increased small group based learning projects
Social Sciences	2002/2003 2005/2006	2008/2009	<p><i>Improvement initiatives implemented after assessment:</i></p> <ul style="list-style-type: none"> ▪ Reviewed GEN ED course list for appropriateness ▪ Further integrated GEN ED SLO in courses
American History	2002/2003 2005/2006	2008/2009	<ul style="list-style-type: none"> ▪ Embedded additional continuous assessment measures ▪ Established an end of the semester report to document assessment findings
Western Civilization	2003/2004 2005/2006	2009/2010	<ul style="list-style-type: none"> ▪ Consideration of implementing alternative assessment methods, reducing multiple choice assessments ▪ Increased faculty training opportunities in instructional technology & online learning ▪ Equipping several classrooms with technology to enhance learning
Other World Civilizations	2003/2004 2006/2007	2009/2010	<ul style="list-style-type: none"> ▪ Increased number of full-time instructors

<p>Humanities</p>	<p>2003/2004 2006/2007</p>	<p>2009/2010</p>	<ul style="list-style-type: none"> ▪ Distributed & discussed assessment findings with all faculty in order to implement improvement recommendations ▪ Reviewed & revised course descriptions (catalog) ▪ Hired new adjunct faculty ▪ Improved advising of potential majors & AA emphasis students ▪ New course(s) offered (Non-Western Art History) ▪ Revision of prerequisites: ▪ Summer course(s) offered ▪ Increased opportunities for student exhibitions & internship experiences through community collaborations & affiliations ▪ Increased number of musical & theatrical performances ▪ Increased faculty participation in professional development opportunities ▪ Pursuing grant opportunities to purchase equipment ▪ Increased dialog between college departments to foster an atmosphere of interdisciplinary study in order to increase students ability to connect GEN ED categories –English Department plans to relate course material to other disciplines when possible ▪ Increase opportunities for students to demonstrate critical thinking skills
<p>The Arts</p>	<p>2004/2005 2007/2008</p>	<p>2010/2011</p>	<ul style="list-style-type: none"> ▪ English Department discussed strategies & approaches to more effectively teach & assess creative writing ▪ Arts & Communication Department reviewed & revised performance opportunities ▪ Arts & Communication Department screens students for (Basic Musicianship) proper placement according to skill level
<p>Foreign Language</p>	<p>2004/2005 2007/2008</p>	<p>2010/2011</p>	<ul style="list-style-type: none"> ▪ Collaborate with English Department faculty in addressing (transferable) grammar skills of students
<p>Basic Communication: Written</p>	<p>2002/2003 2006/2007</p>	<p>2009/2010</p>	<p><i>Improvement initiatives implemented after assessment:</i></p> <ul style="list-style-type: none"> ▪ Expanded Freshman Support Module for identified at risk students taking Freshman English I ▪ Multiple drafts required to emphasize revision ▪ Implemented new faculty mentoring program – new English faculty work with senior faculty on assignment creation, grading, & lesson planning ▪ Required research component in 200 level English courses ▪ Department meetings will include discussion of teaching & learning & standards ▪ Training additional faculty in online learning

<p>Basic Communication: Oral</p>	<p>2002/2003 2006/2007</p>	<p>2009/2010</p>	<p><i>Improvement initiatives implemented after assessment:</i> Changes made to Foundations of Communication course (previously named, Fundamentals of Speech) in order to improve students' quality of research & documentation as well as achieve greater consistency among multiple sections:</p> <ul style="list-style-type: none"> ▪ Require minimum of 5 different sources in bibliography for all speeches ▪ Style manual is required course text ▪ Outlines required for all speeches ▪ "Outside Speaker Analysis" assignment required for all instructors <p>Changes were also implemented within the Department to address FT/PT faculty communication & practice:</p> <ul style="list-style-type: none"> ▪ Regular meetings with FT & PT faculty conducted to discuss standardization of grading practices, topic area emphasis, & pedagogy ▪ Increase training opportunities for adjuncts ▪ Revise assessment instruments to better align with SLO
<p>Critical Thinking</p>	<p>2004/2005 2007/2008</p>	<p>2010/2011</p>	<p>SCBA - See report narrative</p>
<p>Information Management</p>	<p>2004/2005 2008/2009</p>	<p>2011/2012</p>	<ul style="list-style-type: none"> ▪ Results emphasized the need for the teaching & practice of research skills to be a component of all academic areas/departments - planning is currently ongoing

Appendix N - Orange County Community College - Enrollment Activity Report Fall 2008

SUNY Orange Fall 2008 Enrollment Activity Report									
	1-Jul-08	15-Jul-08	1-Aug-08	15-Aug-08	25-Aug-08	1-Sep-08	Fall 2008 Freeze 15-Sep-08	Fall 2007 Freeze SDF	Fall 2006 Freeze Datatel
Total Headcount	3,620	4,009	4,755	5,577	5,922	5,996	6,763	6,602	6,524
Full Time (12 or more credit hours)	2,422	2,670	3,155	3,595	3,681	3,708	3,653	3,452	3,320
Part Time	1,198	1,339	1,600	1,982	2,240	2,271	3,110	3,150	3,204
3/4 Time (9 - 11.5 credit hours)	346.0	389.0	457.0	537.0	585.0	562.0	631.0		
1/2 Time (6 - 8.5 credit hours)	554.0	613.0	704.0	843.0	925.0	961.0	1,101.0		
< 1/2 Time (.5 - 5.5 credit hours)	298.0	337.0	439.0	602.0	730.0	748.0	1,378.0		
Total Credit Hours	40,849.0	45,019.0	53,501.0	60,571.5	62,917.0	63,444.5	65,936.0	63,134.0	62,028.0
Annual FTE	1,361.6	1,500.6	1,783.4	2,019.1	2,097.2	2,114.8	2,197.9	2,104.5	2,080.7
Location:									
Newburgh - Total Headcount (duplicated)	635.0	753.0	951.0	1,222.0	1,365.0	1,378.0	1,356.0		1,178.0
Newburgh - Total Credit Hours	4,712.0	5,577.0	7,076.0	9,106.0	9,990.0	10,020.5	9,882.0		
Newburgh - Annual FTE	157.1	185.9	235.9	303.5	333.0	334.0	327.4		277.9
CCHS - Total Headcount	Registration has not started						842.0	745.0	
CCHS - Total Credit Hours	Registration has not started						3,674.0	3,371.0	
Non-Credit State Aidable:									
Total Credit Hours	Registration has not started		131.3	192.6	343.3	476.5	805.9		
Annual FTE	Registration has not started		4.3	6.3	11.2	15.6	26.9		
Student Type*:									
First Time					1,747	1,783	1,775.0	1,786	1,605
Transfer					303	310	307.0	259	315
Continuing					3,296	3,308	3,275.0	3,148	3,243
Returning					544	559	554.0	664	611
Concurrently Enrolled in HS	Registration has not started						851.0	745	750
Race/Ethnicity:									
American Indian/ Alaskan Native			16	17		21	23	19	21
Asian/ Pacific Islander			124	148		157	195	156	160
Black, Non-Hispanic			514	617		688	737	659	628
Hispanic			772	912		984	1,050	973	846
White, Non-Hispanic			3,106	3,604		3,835	4,405	4,334	4,153
Unknown			223	279		311	353	461	716
Gender:									
Total Males			1,807	2,202		2,442	2,803	2,679	2,521
Total Females			2,933	3,355		3,529	3,960	3,923	4,003
Not Reported			15	20		25			
<i>Last Updated: 16-SEPT-2008</i>									
<p>Data Notes: Newburgh headcount is duplicated; headcount includes students taking at least one course at Newburgh Data includes credit students only unless otherwise stated Non-credit state-aidable is not included in overall totals Annual FTE = Total credit hours/30 Freeze data source: Fall 2006 = Datatel; Fall 2007 = Student Data File (SDF); Fall 2008 = Banner Race/Ethnicity Unknown includes sum of NULL and Unknowns in ODS report *Student Type data - Data has not yet been finalized</p>									
<p>ODS Reports File Name: IR_D Enrollment Activity Report</p>									

Appendix O - Assessment Plans, Methods and Use of Findings Survey

Please indicate the use of the following assessment METHODS in your department's programs & courses:				
Assessment Method(s)	% Use CURRENTLY	% Use in FUTURE	% Used in PAST	% Do NOT use
National exam(s)	25	12.5	12.5	75
Licensure exam(s)	22.2	11.1	0	66.7
Certification	12.5	12.5	12.5	87.5
Rubrics/ scoring guides	88.9	33.3	22.2	0
Capstone course	57.1	28.6	14.3	28.6
Capstone project	62.5	25	12.5	25
Portfolios	75	37.5	12.5	0
Embedded testing	75	25	12.5	12.5
Performance scoring	57.1	28.6	14.3	28.6
Pre & post tests	50	16.7	16.7	16.7
Student essays	85.7	14.3	14.3	14.3
Course evaluation survey(s)	100	27.3	9.1	0
Other student survey(s)	77.8	22.2	11.1	22.2
Graduate survey	55.6	33.3	33.3	11.1
Alumni survey	44.4	33.3	33.3	22.2
Employer survey	55.6	33.3	44.4	0
External review of course/program	44.4	44.4	44.4	0
Curriculum mapping	28.6	28.6	0	42.9

Please indicate if ANY modifications were made in the following areas as a result of reviewing assessment findings:		
Answer Options	Response Percent	Response Count
Curriculum	90.9%	10
Syllabi	81.8%	9
Instructional technology	63.6%	7
Student learning outcomes	63.6%	7
Instructional approach	63.6%	7
Textbooks	36.4%	4
Accreditation self-study report	36.4%	4
Advising	36.4%	4
Resource allocation	27.3%	3
Professional development	18.2%	2
Advisory boards/committees	36.4%	4

Appendix P - Orange County Community College's Program Accreditation Summary

Academic Program	Accrediting Agency	Schedule	Status
<ul style="list-style-type: none"> ▪ <i>AS Accounting</i> ▪ <i>AS Business Administration</i> ▪ <i>AAS Accounting</i> ▪ <i>AAS Business Management</i> ▪ <i>AAS Marketing</i> ▪ <i>AAS Medical Office Assistant</i> ▪ <i>AAS Office Technologies</i> 	Association of Collegiate Business Schools and Programs (ACBSP)	Last visit 2005	10 year approval
		Quality Assurance Report 2007	Accepted and approved as written
		Quality Assurance Report 2009	Due September 2009
		Newburgh Site Visit April 2009	Results June 2009
		Exit Interview	No conditions, 5 strengths 2 suggestions
		Next visit 2010	
<i>AAS Dental Hygiene</i>	Commission on Dental Accreditation	Last visit Spring 2009	Approval with report requirements
<i>AAS Diagnostic Imaging</i>	Joint Review Committee on Education in Radiological Technology	Last visit Spring 2009	Extension of accreditation of 3 years equating to 8 years of accreditation
		Next visit Fall 2016	
<i>AAS Medical Laboratory Technology</i>	National Accrediting Agency for Clinical Laboratory Sciences	Fall 2008	Progress report accepted as satisfactory
<i>AAS Nursing</i>	National League for Nursing Accrediting Commission, Inc.	Fall 2008	Granted continuing accreditation with condition the program submit a follow up report
		Follow up Report	Due in two years
<i>AAS Occupational Therapy Assistant</i>	Accreditation Council for Occupational Therapy of the American Occupational Therapy Association	Spring 2004	Granted 10 year re-accreditation
		Next visit 2013/2014	
<i>AAS Physical Therapy Assistant</i>	Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association	Spring 2008	Granted re-accreditation

Appendix Q - Assessment Plans, Methods and Use of Findings Survey - Highlights

Department	Survey Question: <i>Please provide further evidence of (specific) changes, modifications, and/or improvements that have been as a direct result of (recent) assessment activities:</i>
Health Professions	
Nursing	<ul style="list-style-type: none"> ▪ Revised student learning outcomes ▪ Created Advisory Board ▪ Formed Curriculum Committee to explore restructuring of 10 credit courses and offering courses out of sequence ▪ Developed “Best Practices” Committee to maintain current content in curriculum. Committee membership includes faculty, students and local health care agency staff educators. ▪ Implemented TEAS (Test of Essential Academic Skills) to collect data and track student success in program as part of plan to increase retention rate for Nursing I ▪ Identify student weaknesses using TEAS in order to recommend remedial course of action including registering for elective courses offered in nursing department for student support.
Laboratory Technology	<ul style="list-style-type: none"> ▪ Reviewed and revised student learning outcomes in courses and program ▪ Updated all course syllabi ▪ Created mini reference library in BATCAVERN for students ▪ Purchased additional Pointe 180 Clinical Chemistry Analyzer and DACII Cell Washer in order to maintain technologically current and provide students hands on experience in classroom; instructors are also able to test students more accurately during practical examinations ▪ Serology lab was added in Fall 2006 to maintain accreditation compliance and providing students with valuable lab experiences for workplace retainment ▪ Additional hour included in Hematology lab as result of curriculum change to enable students to master skills and perform successfully on certification exam ▪ Maintain student profile documenting enrollment, attrition and graduation rates ▪ Administer graduate survey and alumni survey to assess preparedness upon completion of the program as well as after one year of employment and placement rates ▪ Analyze performance reports on national certification exams to determine areas of strength and weakness on exams and identify necessary changes
Dental Hygiene	<ul style="list-style-type: none"> ▪ Decreased requirements in adjunct functions to increase scaling time ▪ Increased number of digital x-ray requirements ▪ Increased remediation, tutoring and faculty mentoring ▪ Increased minimum cumulative to 2.5 for continuance in program ▪ Revised instructional approach: instrumentation instruction using student teams and rotating collaborative groups in some labs ▪ Initiated Information Sessions and required observations of dental hygienists ▪ Changed make-up of Board to include more public health representation and industry
Diagnostic Imaging	<ul style="list-style-type: none"> ▪ Revised pre-requisites requiring students to place into MAT121 or have completed MAT102
Movement Sciences	<ul style="list-style-type: none"> ▪ Revised (ongoing) entire curriculum due to information received from self-study ▪ Added activity component to one credit Concepts of Physical Wellness in order to put theory to practice. ▪ Changed all activity classes for majors to one credit, full semester classes to increase students’ opportunity to learn skills, pedagogy and practice teaching
Occupational Therapy Assistant	<ul style="list-style-type: none"> ▪ Redesigned Technical Writing II to incorporate increased problem solving learning approach being extensively utilized throughout curriculum ▪ Upgrade computer hardware and software technology in OTA Lab in order to prepare students for software utilized in rehabilitation facilities and public school systems ▪ Administer surveys and interviews on type and scope of practice, salary, job satisfaction and adequacy of educational program

	<ul style="list-style-type: none"> ▪ Based on data from evaluation of student performance on national certification exam, the following changes took place in the program: <ul style="list-style-type: none"> ○ Technical Writing II (3rd semester), co-taught by OTA and English faculty redesigned to incorporate increased problem-solving learning approach now utilized more extensively throughout curriculum. ▪ Continued curriculum changes based on student feedback, instructor review of courses, feedback from fieldwork educators and curriculum review discussions among OTA faculty and Academic Fieldwork Coordinator
Physical Therapy Assistant	<ul style="list-style-type: none"> ▪ Introduced increased access to computers and internet to match students' diverse learning styles and address advances in learning with technology ▪ Annual curriculum meetings identify modifications needed to maintain currency of program ▪ Courses modified annually to accommodate progressive technology and research ▪ Modify course syllabi and lectures to improve sequencing and progressive complexity of course content ▪ Self-Study has resulted in polishing instructional material, sharpening course substance and prioritization
Liberal Arts	
Arts & Communication	<ul style="list-style-type: none"> ▪ Implemented programmatic changes including, notification of area educators and offering <i>Fundamentals of Music</i> ▪ Identified comprehensive departmental scholarship program as priority and began design of such a program ▪ Standardized syllabi & student learning outcomes ▪ Reviewed and revised course titles, descriptions, and pre-requisites to more accurately reflect course content and enhance student success ▪ Continued implementation of General Education Assessment-based guidelines for <i>Foundations of Communication</i> ▪ Reviewing focus & direction of curriculum and program development, particularly in art, music & communication areas ▪ Expanded Arts & Communication Practicum skills course to 2 credits by adding lecture component and reinforcing professional skills
Psychology & Sociology	<ul style="list-style-type: none"> ▪ Regularly update curriculum ▪ Utilize templates for syllabi; syllabi consistently reviewed ▪ Trained faculty to develop web-enhanced courses ▪ Ongoing faculty discussions on maintaining course standards ▪ Reorganized Social Sciences Department to Psychology and Sociology to better focus on needs of diversified programs in the future
Criminal Justice	<ul style="list-style-type: none"> ▪ Diversified AS in Criminal Justice to include more courses other than police related courses based on external review team recommendations ▪ Continue to implement program modifications based on self-study including presenting two new courses, Terrorism and Society and Constitutional Issues in Criminal Justice ▪ Up-graded classroom instructional technology through purchase of new lap-top computer and projector needed to enhance class lessons by utilizing contemporary criminal justice software programs and power point presentations ▪ Continue to implement technology upgrades including developing a SMART classroom ▪ Increased criminal justice film library at both Middletown and Newburgh ▪ Purchased criminal justice software to increase hands-on assignment capability ▪ Established first criminal justice distance learning course, Criminal Justice System ▪ Collaborate with Library to obtain access to direct criminal justice holdings
Education	<ul style="list-style-type: none"> ▪ Sought new Advisory Board members to better reflect and balance addition of primary, middle and high school teacher preparation now included in programming ▪ Dedicate department meetings to identify and address student related issues such as quality of writing, duplicative assignments, curricular pairings, underachievers, adding technology, etc. ▪ Held Winter Break faculty retreat to better synchronize student learning outcomes, assignments, best practices, and projects among all Education courses

	<ul style="list-style-type: none"> ▪ Added Mandated Training course to Teaching Assistant Certificate program ▪ Planning new initiative, the P3 project, Professional Partners Project, designed to increase higher level critical thinking and research to AAS ECDC degree through partnering final semester Field Placement students with Master Teachers in local sites ▪ Redesigned mission and membership of former Advisory Board to better reflect Education Department profile, now encompassing Birth through High School ▪ Began visitation/evaluation system for current and new field sites, now over 100 local agreements for student observation and participation ▪ Relocated Education Resource Room from Sarah Wells to Library allowing for more available student access, now named Education Resource Area ▪ Updated and streamlined student system/paperwork for choosing field observation sites and updated and grouped advisees into appropriate categories for better results
Global Studies	<ul style="list-style-type: none"> ▪ Streamlined International Studies degree after program review including adding more “global”, i.e., international content to courses ▪ Proposing certificate in Public Administration to address increases in job growth in state and local government and prepare students to immediately enter field ▪ Better “brand” the department to increase student awareness of career opportunities in Global Studies by reaching out to local high school students through new departmental web page, brochures and school visits
English	<ul style="list-style-type: none"> ▪ Formed team to design and implement exit exam pilot for Basic Writing Skills II in order to create intervention program to enable borderline students to complete needed developing writing skills ▪ Continue and enhance Technical Writing since it has been identified by accrediting agencies as integral to programs and student learning
<i>Business, Math, Science & Technology</i>	
Mathematics	<ul style="list-style-type: none"> ▪ Changed sequence of topics in a particular course to allow more teaching/learning time for challenging topics ▪ Identified topics within other courses needing additional attention during instruction ▪ Discussed Gen Ed assessment findings and new teaching strategies ▪ Mathematics Resource Room, HA 305, was completed in response to students needing dedicated area to study ▪ Changed prerequisites for Math for Liberal Arts and Contemporary Mathematics from passing Intermediate Algebra to C- or better in Intermediate Algebra in order to increase retention rate in these courses
Science, Engineering & Architecture	<ul style="list-style-type: none"> ▪ Solid Mechanics course added to curriculum ▪ Resulting from emphasis on student learning outcomes, student portfolios being utilized to demonstrate student master of skills ▪ Implemented curricular changes in Architectural Technology; Arc 201 – Digital Portfolio offered for first time; six other courses were delivered in new formats according to approved curricular changes ▪ Changes made to Architectural Technology curriculum including delivery system of numerous courses in order to address current trends in Architecture and the use of technology
Business Management, Accounting & Office Technologies	<ul style="list-style-type: none"> ▪ Utilizing student portfolios to document students’ mastery of programmatic material ▪ Added internship to AAS Accounting curriculum; added projects to syllabi ▪ Installed Smart stations for effective instruction ▪ Reviewed and revised teaching techniques as needed ▪ Reviewed textbooks annually and updated as needed ▪ Updated Keyboarding course to web-based software ▪ Collaborated with Advisory Boards in clarifying competencies and skill expectations ▪ Instituted formalized Accomplishments Portfolio project with handout distributed to students each semester in Introduction to Business and Principles of Marketing ▪ Evaluated CCHS adjunct instructors and developed dialogue to improve learning and teaching ▪ Continued research, bench marking, advisory board input and report on importance of keyboarding skills in Business Management degree programs ▪ Participated in DL Focus Group for discovery of difficulties in online transitions, etc

<p>Biology</p>	<ul style="list-style-type: none"> ▪ Reviewed and revised all student learning outcomes for Introduction to Biology laboratories in order to enhance consistency, improve student performance and set foundation for future course development ▪ Increase number of course sections offered in web-optional format, including sections of “Introduction to Biology”, “General Biology I, II”, “Anatomy and Physiology I, II”, and “General Botany” ▪ Developed “Course Advising Tips” to aid students and advisors in selection of appropriate Biology courses to meet educational needs i.e., as majors, as pre-health profession students, as JRTEP articulation students or to meet SUNY General Education requirements ▪ Revised “Student Learning Outcomes” for all “Introduction to Biology” laboratories in order to enhance consistency between laboratory sections of this multi-section course as well as lead to improved student performance
<p>Applied Technology</p>	<ul style="list-style-type: none"> ▪ Upgraded Quartus version CPLD Digital software for Digital Electronics ▪ Architectural Technology moved to Science and Engineering ▪ AS in Computer Science moved into the Applied Technology Department ▪ Certificate in Electrical Technology developed ▪ Microcomputer Applications moved to the Business Department and renamed Computer Applications for Business ▪ Reworked Information Technology (IT) program to reflect current trends in networking technology; program changed to Computer Information Technology (CIT) - Networking ▪ Computer Information System (CIS) Internet Option reworked to reflect current trends in Web Development; program changed to Computer Information technology (CIT) - Web Development ▪ Discontinued Computer Information Systems - Programming ▪ Transferring AS in Computer Science to Department of Applied Technology ▪ Developed Computer Information Technology (CIT) - Cyber Security Program ▪ Developed Computer Literacy course that was granted Liberal Arts designation in order to emphasize utilization of technology

Appendix R



Assessment of Student Learning Outcomes in the Major SUMMARY REPORT

Use this form to provide a summary report on campus-based assessment of student learning outcomes in undergraduate degree majors

Note: Campuses may wish to include the assessment of student learning outcomes in their undergraduate majors as part of a broader cyclical program review process. The Provost's Advisory Task Force on the Assessment of Student Learning Outcomes recommends that campuses consider engaging in this process within the broader framework of the University Faculty Senate's *Guide for the Evaluation of Undergraduate Academic Programs*.

Name of Institution: _____ **Academic Year:** _____
{Specify name of branch campus, if relevant}

Registered program title: _____
{See: www.nysed.gov/heds/irpsl1.html}

Registered award: (A.A., B.S., etc.) **HEGIS:** _____

Date of Previous Assessment: _____ **Date of Current Assessment:**

External Reviewers (Name, Institution, Title):
Note: The report of the external reviewers should be attached to this summary report.

Campus contact person for this assessment: _____

Program improvements made as a result of the previous assessment of this major:

Major learning outcomes for this program:

Measures used to assess these learning outcomes:

Major findings of this assessment:

Action to be taken in addressing these assessment findings:

What has been learned that could be helpful to others as they conduct assessment of their Major(s):

Chief Academic Officer:

Date:

Appendix S - Institutional Planning and Assessment Schedule - Draft

Orange County Community College - Institutional Planning & Assessment Schedule

College Area	Plan	Activity	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	
College-Wide	Strategic Plan	Plan & Implement	X		Strategic Plan 2005-2010							
		Review						Institutional Effectiveness Report	Institutional Effectiveness Report	Institutional Effectiveness Report	Institutional Effectiveness Report	Institutional Effectiveness Report
		Revise				Review			Strategic Plan 2009-2014			
Academic Affairs	Academic Master Plan	Plan & Implement	X		Academic Master Plan 2005-2010							
		Review						Progress Report	Progress Report	Progress Report	Progress Report	Progress Report
		Revise						Review		Academic Master Plan 2010-2015		
Administration	IT Master Plan	Plan & Implement		X		IT Master Plan 2006-2009						
		Review						Status Report	Status Report	Status Report	Status Report	Status Report
		Revise						Review		IT Master Plan 2010-2013		
	Facilities Master Plan	Plan & Implement										
		Review										
		Revise										
Advancement	Resource Development Plan	Plan & Implement										
		Review										
		Revise										
Student Services	Enrollment Management Plan	Plan & Implement										
		Review										
		Revise										