

Chapter Three: Challenges and Opportunities

The preparation of Orange County Community College's Periodic Review Report occurs at a time when the College and New York State are experiencing an economic downturn directly impacting the College's resources. Despite the financial concerns and challenges, the College remains committed to realizing its mission and goals and provide excellent programs and services. The College will continue to effectively and efficiently utilize its resources to develop and maintain high quality facilities, technology, services, staff and most importantly, faculty. This chapter of the report outlines the anticipated challenges and opportunities for Orange County Community College:

- **Enrollment Management** - Managing effectively and efficiently consistent enrollment growth by responding to needs while ensuring continued academic rigor
- **Developmental Education** - Continuing to address the increasing number of students entering the College with remedial needs
- **Academic Programming** - Reviewing existing academic courses and programs to ensure relevancy and anticipating and pursuing the development of new courses and programs to address current and future needs
- **Faculty** - Improving the ratio of full-time faculty as well as enhancing support services to part-time faculty
- **Technology** - Addressing technology and infrastructure needs related to instruction and administration
- **Planning, Budgeting & Assessing** - Continuing progress towards putting into practice a comprehensive cycle of linked planning, budgeting and assessing
- **Accessibility** - Promoting and expanding accessibility as it is now a strategic priority
- **Sustainability** - Infusing sustainability into the College's practices, policies and programs
- **Newburgh Campus** - Expanding programs and services in Newburgh, a newly designated branch campus

Enrollment Management

Orange County Community College has seen consistent increases in its enrollment. The College's overall enrollment has increased 22.2 percent in the past seven years including a 2.4 percent increase this past fall creating an enrollment level of 6,763 students. During that same time, Newburgh enrollment increased by 40.3 percent to a combined total of 1,356 full and part-time students. When completed, the branch campus is expected to allow the College to double its enrollment in Newburgh. Chapter four of this report contains five year enrollment charts illustrating the College's enrollment activity.

Given the economic climate, the College anticipates that enrollment, especially of full-time students, will continue to increase. In response to the economic trend of increasing enrollment at community colleges, colleges are addressing workforce retraining opportunities as well as the increasing demand for developmental and general education courses. Additionally, increases in enrollment impact human and space resources requiring additional faculty, staff, classroom space and access to technology.

The challenge of increasing enrollment is balancing growth while providing quality programs and services. The College is working to finalize a comprehensive Enrollment Management Plan that will direct the College in effectively and efficiently serving and supporting students by utilizing existing faculty, staff, technology and facilities. The Associate Vice President for Enrollment Management will provide the leadership to effectively recruit, prepare, retain and support the College's students. By proactively managing enrollment, the College will ensure that current and future students will have the necessary programs and services to succeed.

The Student Services Division consistently reaches out to each Academic Department to collaboratively address programmatic needs regarding advising, counseling, program enrollment, recruitment, retention and other support services. For example, collaborative efforts within the Health Professions Division include the establishment of clear admission criteria, the implementation of an equitable enrollment selection process and the creation of a pre-admissions orientation. The Enrollment Management Plan will ensure that such collaborative efforts continue.

The Enrollment Management Plan will also make certain that data reports continue to be developed and utilized. For example, the Report Writing Task Force has developed an Enrollment Activity Report that is regularly run and disseminated. The report provides data on enrollment activity and demographics to assist the College in decision-making. The Fall 2008 Enrollment Activity Report is included in Appendix N.

Developmental Education

Orange County Community College is among the many community colleges that face increases in the number of students needing developmental education and/or remediation. The numbers of students who enter the College and place into one or more developmental course is increasing. Academic Affairs, Student Services representatives, the Coordinator of Learning Assistance Services, the Coordinator of Student Support Services, the Developmental Education Committee and recently, the Developmental Education Oversight Team have collaborated to review the College's developmental education concerns in order to develop strategies to address them. Below is a summary of activities that the College has undertaken:

- Reviewed courses to identify those that would be appropriate for students to take while completing their developmental course requirements
- Created a Developmental Education Oversight Team, whose members include the Associate Vice Presidents for Academic Affairs, the Mathematics and English Department Chairs, the AVP for Enrollment Management and the Coordinator of Learning Assistance Services, to evaluate and develop programs and services to increase the academic success of students in developmental education
- Dedicated an English Department faculty member to support adjunct instructors teaching developmental reading and writing courses
- Identified data needs currently being addressed by Report Writing Task Force
- Conducted benchmarking visits to other community colleges to review their developmental education programs and services
- Reviewed and revised changes in academic policies including number of times a student can repeat a developmental course. An overview of the College's policies

and procedures for Developmental Education are available on the Learning Assistance Services webpage at www.sunyorange.edu/las/dev_policies.shtml.

- Developed and implemented Learning Communities program for first semester students placing into Basic Writing Skills II and Reading and Study Skills I. The first developmental Learning Community was piloted during Spring 2008 and offered in Fall 2008 and Spring 2009. The College is working to increase the number of students participating in learning communities since preliminary data indicates that learning community students are more likely to persist and obtain a higher GPA than students who meet the learning community criteria but do not enroll.

Academic Programming

Orange County Community College is committed to ensuring that students have the skills to succeed at their transfer institution and/or in the workforce. Academic Affairs regularly reviews its academic offerings and learning outcomes to ensure that students' knowledge and skills continue to be relevant to the workplace as well as for continuation in higher education.

Since the last decennial visit, each of the three academic divisions has participated in course and program reviews in order to identify areas for improvement and opportunities for innovation. By implementing a cycle of improvement, the College is prepared to revise courses, programs and services as well as to develop new academic offerings. Below are several programmatic changes from each division that have been made as a result of assessment findings.

- The ***Business, Math, Science and Technology (BMST) Division*** has made many revisions to current programs as well as proposed new programs, including Architectural Technology, CIT-Networking, CIT-Web Development and Electrical Technology/Telecommunications. In Fall 2008, the Business Department's proposals to offer online degrees in AS Accounting, AAS Accounting, AAS Marketing, AAS Business Management, AAS Office Technologies and AS Business Administration were approved by the State University of New York and the New York State Education Department. The Middle States Commission on Higher Education included the programs within the scope of the College's accreditation.
- The ***Liberal Arts Division***, in direct response to assessment findings, entirely revised the International Studies program. The Criminal Justice program implemented curricular changes to maintain relevancy. The Human Services program became an approved degree program in the Department of Social Sciences.
- The ***Health Professions Division*** deactivated the Massage Therapy Assistant degree program in Spring 2007 due to low enrollment and competition in the County from non-credit degree programs. The Movement Science Department, as a direct result of recommendations made by their external review team, mapped student learning outcomes of courses to program and college goals and converted the Concepts of Physical Wellness to a one credit course including both theory and activity. Additionally, the majority of the Division's programs have successfully completed a comprehensive self-study and site visit by which all have received re-accreditation status (See Appendix P).

The Annual Progress Reports on the Academic Master Plan include a comprehensive description of the programmatic changes that have been made for the past three academic years; they can be accessed at www.sunyorange.edu/academic_affairs/annualreports.shtml. The 2008-2009 Progress Report is due June 2009.

Faculty

Orange County Community College continuously balances the ratio of full-time to part-time faculty by prioritizing resources to maintain the highest full-time ratio possible. Despite this effort, the College faces several challenges including understaffing in programs, particularly those in the Health Professions Division, particularly Nursing, and increased demand for the English, Mathematics and Arts and Communication Departments to find quality faculty to teach the increasing number of general education and developmental courses needed.

With departments relying more on adjuncts to teach their courses, additional resources must be provided for adjunct support, mentoring and evaluation. The Academic Affairs Office continues to engage the Administrative areas of the College in active and realistic budget planning. The College considers it essential to hire additional full-time faculty to maintain academic quality. Full-time faculty hires have consistently been ranked as the College's first priority through the College's planning and initiative prioritization process.

Technology

Orange County Community College recognizes that innovations in technology impact the College's delivery of services and programs. Additionally, technology influences the way in which the College collaborates and communicates. While technology initiatives challenge the College's budget, staffing and training needs, the development and implementation of the Information Technology (IT) Master Plan has been integral in identifying and addressing the College's technology needs including, equipment, infrastructure and training for academics and administration. The IT Master Plan can be accessed at www.sunyorange.edu/its/docs/SUNYOrange-ITMasterPlan-v1.2.pdf.

The Academic Master Plan outlines the technology related needs and future directions for the College's classrooms, faculty and students. The Academic Affairs Office and the Information Technology Services Department meet monthly to discuss and address instructional technology needs resulting in increased collaboration on various initiatives, including:

- Updating equipment in offices, the Library and in classrooms by implementing an equipment replacement cycle
- Purchasing and installing numerous Smart boards; increasing the number of Smart classrooms
- Creating new academic labs and updating existing labs
- Procuring and installing academic software as recommended by faculty
- Conducting trainings in Banner, Contribute, Microsoft applications, portal email, Angel, computer troubleshooting, Smart Classrooms, etc.

- Migrating to Angel Learning Management System. Each semester the number of courses offered that are web-enhanced, hybrid and fully online increases providing more distance learning opportunities for students. With departments increasing their web presence, there is an ongoing need to support faculty with the technological equipment and training in instructional technology. The Coordinator of Instructional Technology offers Angel training workshops to faculty each semester including:
 - Introduction to Online Learning
 - Effective Online Content Presentation
 - Facilitating Effective Online Interaction
 - Authentic Online Assessment
 - Teaching and Managing Your Course Online
 - Review and Revise Your Online Course
 - Final Meeting - Faculty Sharing

While there have been a significant number of purchases, upgrades and trainings, the College must remain proactive in infusing technology in the classroom, equipping classrooms with current technology and training faculty to effectively utilize their technological environment to optimize student learning. With the review and revision of the Academic Master Plan, the ITS Department and the IT Governance Committee will again have the direction to incorporate the goals and objectives of the academic divisions into the updated IT Master Plan.

The implementation of Banner and the Self-Service environment provides many opportunities for faculty, staff and students to access information. Self-Service Banner enables students to register online, check grades, complete and submit Financial Aid forms and obtain their course schedule, etc. It allows faculty to record attendance, submit grades, retrieve student information as well as utilize the Curriculum, Advising and Program Planning (CAPP) tool. As a centralized database, the Report Writing Task Force is working to create a centralized reporting area by utilizing the Operational Data Store (ODS) and Discoverer reporting tool.

Since the last Middle States Self-Study, the most costly and wide-ranging technological initiative was the purchase and implementation of Banner. The challenge impacting the implementation of future technology-related initiatives continues to be funding. Due to limited resources and numerous technology related needs, the College must prioritize replacements and new initiatives. The review and revision of the College's Strategic Plan, Academic Master Plan and IT Master Plan will guide the College in prioritizing needs, planning projects and allocating resources.

Planning, Budgeting and Assessing

The College has made great strides to moving towards implementing a comprehensive cycle of linked planning, budgeting and assessing. The collaborative work of Administration, Academic Affairs, Institutional Planning, Assessment and Research, Assessment Advisory Committee and the Planning and Budgeting for Institutional Effectiveness Committee has resulted in a shift towards transparent, collaborative and

proactive planning. Below is a summary of the actions taken and accomplishments made in developing and implementing a college-wide process of linked planning, budgeting and assessing.

- Developed an Online Planning and Initiative Prioritization (PIP) system
- Utilizing online planning environment by academic departments and administrative units
- Increased college-wide participation in planning and prioritization process
- Improved coordination and collaboration of departments, units and administration in planning activities and resource allocation decisions
- Aligning planning and budget development process to support Strategic Plan priorities and College goals
- Identified core areas and indicators of institutional effectiveness
- Identifying and collecting existing and needed data on indicators of effectiveness
- Formed Report Writing Task Force to prioritize information needs and to create and disseminate ODS reports
- Formed Institutional Assessment Group to complete institutional assessment plan
- Increased collection and utilization of data for decision-making in all College areas
- Developed and implemented process to assess PIP system and prioritized initiatives

Next steps include the formalized documentation of each campus area's assessment methods, findings and uses for improving operations, services and programs. The PBIE Committee will continue to increase the utilization of the PIP system for college-wide planning, budgeting and assessing. Modifications made to the PIP system will provide the College a transparent area for collecting and utilizing assessment information.

Accessibility

Orange County Community College is committed to ensuring that its programs and services are accessible to all members of an increasingly diverse community. The addition of accessibility as a strategic priority in the College's Strategic Plan 2009-2014 will guide the College in further defining accessibility issues and developing solutions and strategies to address them. The College continues to identify and outreach to various target populations in the County including a growing Hispanic population, non-traditional students, populations effected by the economy such as those re-entering the workforce or in need of retraining. The College will continue to collaborate with CAPE, local businesses, community-based organizations and educational partners to best address accessibility issues encountered by these and other populations.

Accessibility initiatives that the College will continue or undertake include:

- Expand College's English as a Second Language (ESL) programming
- Increase accessibility to technology, including maintaining and developing academic labs, providing a wireless environment and infusing information management skills and knowledge across curriculum
- Conduct a comprehensive review of alternative scheduling and accelerated options
- Continue to plan and implement services and programming for Newburgh campus
- Improve physical accessibility of campus's facilities and operations
- Continue to enhance distance learning offerings and opportunities

Sustainability

In reviewing the College's Strategic Plan 2005-2010, sustainability was identified as a priority to be included in the revised Strategic Plan. Recognizing the importance of sustainability, the Board of Trustees approved the new priority in December 2008. Even though the College has already been working to identify and improve sustainability efforts, a strategic priority offers increased opportunities to develop and implement college-wide initiatives. Below are several initiatives the College has implemented as well as initiatives planned for the future:

- Formed ad hoc Sustainability Committee in Fall 2007 to provide College recommendations regarding leadership and short and long term sustainability goals, action steps and performance measures
- Draft of College's "Green Plan" completed by Sustainability Committee
- Distributed recycling containers to all campus buildings
- Increased collaborative efforts of Biology Club, Engineering Club and Sustainability Committee
- Planned and launched College's second Global Initiative, Sustaining the Earth, in January 2009. For a summary of the initiative and a listing of events and activities, visit, www.sunyorange.edu/gi/gi2009.shtml.
- Active participation of CAPE in Hudson Valley's Green Talent Pipeline Partnership
- Facilitated student-involved "green" charrette on Newburgh campus to identify sustainable building solutions and energy efficient designs
- College President joined the American College and University Presidents' Climate Commitment, www.presidentsclimatecommitment.org/html/about.php
- Identifying "green" initiatives and potential impact of programming during review of Academic Master Plan; infusing sustainability topics into curriculum

Newburgh Campus

Orange County Community College's Newburgh extension center was awarded branch campus status in September 2008 by the State University of New York and the New York State Education Department. Branch campus designation allows the College to offer full degree programs at its Newburgh location. Furthermore, the College has received substantial private and public funding to double the size of the Newburgh campus with the renovation of an existing building and the construction of a new 87,000 square foot building and underground parking garage. The College's Capital Campaign will help to support the renovation and construction of the Newburgh campus. A web link, "Newburgh Construction," has been created on the College's homepage for communicating to students, faculty, staff and community members throughout the construction of the branch campus, www.sunyorange.edu/newburgh.

Six programs are scheduled for implementation at the Newburgh campus for Fall 2009 including, Business Management, Human Services, Criminal Justice AAS and AS degrees, Individual Studies and Liberal Arts. Three other programs, Nursing, Office Technologies, and Early Childhood Education, await the completion of the new facilities for implementation, anticipated by Fall 2011.

The College's Administration, Academic Affairs, Institutional Advancement and Student Services Offices continue to plan for the demands, challenges and opportunities that the Newburgh campus presents. The College's Governance structure is also being reviewed to identify how best to effectively extend communication and collaboration over both campuses. The President has articulated that the programs and services of the Newburgh campus will be embedded into the College's Strategic Plan 2009-2014.