

The Middle States Commission on Higher Education
SUBSTANTIVE CHANGE PROPOSAL – Newburgh Branch Campus

Presented by:

ORANGE COUNTY COMMUNITY COLLEGE



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Chief Executive Officer:
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Orange County Community College
Substantive Change Proposal
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Orange County Community College
Vision, Mission and Values

Vision

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

Mission

We are a community of learners dedicated to reaching out to all citizens of Orange County to enrich their lives through the highest-quality education possible. Intellectual rigor, personal commitment and enhanced citizenship distinguish a SUNY Orange education which will enhance students' economic opportunities, deepen their appreciation of culture and of their place in history while broadening their sense of responsibility in a democratic society.

Values

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

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Orange County Community College Strategic Plan 2009-2014,
www.sunyorange.edu/president/docs/StrategicPlan2009-2014.pdf

Newburgh Construction, www.sunyorange.edu/newburgh/

Newburgh Campus, www.sunyorange.edu/nec/index.shtml

E-Resources: Library Databases, www.sunyorange.edu/lrc/eresources/more/index.shtml

Newburgh Library Collaborative, www.sunyorange.edu/lrc/nlc/index.shtml

Online Planning & Initiative Prioritization (PIP) system, www.sunyorange.edu/pip/index.php?access=public.

SUNY [Programmatic] Assessment Schedule, www.sunyorange.edu/assessmentapa/schedule.shtml

Student Learning Outcomes in General Education, www.sunyorange.edu/assessmentqea/slo.shtml

SUNY General Education Assessment Schedule, www.sunyorange.edu/assessmentqea/schedule.shtml

Academic Affairs Annual End of the Year Reports, www.sunyorange.edu/academic_affairs/annualreports.shtml

Executive Summary

Established in 1950, Orange County Community College (SUNY Orange) is the first county-sponsored community college in the State University of New York (SUNY) system. Orange County Community College is a public two-year institution that awards associate degrees in Arts (AA), Sciences (AS) and Applied Sciences (AAS), enrolling nearly 7,000 students in Fall 2009. Orange County Community College is located in the mid-Hudson region, with the main campus located in Middletown, NY, in central Orange County. The College serves Orange County residents through programs at its Middletown campus as well as at the newly designated Newburgh branch campus, three satellite programs at area high schools, and its Community College in the High Schools (CCHS) program.

The College is dedicated to being a “community of learners dedicated to reaching out to all citizens of Orange County to enrich their lives through the highest quality education possible.” In the spirit of its mission, the College opened the Newburgh Extension Center in 1990. The opening of the extension center brought needed quality higher education to the residents of Newburgh and eastern Orange County. Enrollment has grown significantly at this site, with an initial enrollment of approximately 600 credit students to nearly 1,400 students and over 600 FTEs today.

The Newburgh site is located at the far eastern end of the County along the Hudson River, approximately 30 miles from the Middletown campus. The City of Newburgh, according to the NYS Department of Labor, continues to be challenged by a high poverty rate, low educational attainment levels and a higher unemployment rate than the rest of Orange County and the State. These factors, as well as the significant distance between Newburgh and the Middletown campus and the lack of public transportation between these two cities, continue to be a barrier for residents of the eastern end of the County in accessing higher education.

The designation of Newburgh as a branch campus by both the State University of New York and the NY State Education Department enables the College to offer selected degree programs entirely at Newburgh, allowing students in selected programs to complete their degree requirements at the Newburgh site. In addition to the credit courses and programs offered at Newburgh, the campus also provides a variety of non-credit courses, personal enrichment classes, several grant-funded employment and training initiatives as well as extensive support services for students. With the opening of Kaplan Hall in January 2011 and the renovation of the Tower Building in 2012, the Newburgh campus will be able to expand its programs and services, offering expanded access to higher education opportunities for the entire county.

This Substantive Change proposal seeks recognition by the Middle States Commission on Higher Education of Newburgh as a branch campus. This proposal describes the relationship of the branch campus to the Institution’s mission, goals and strategic priorities; details the need for a Newburgh campus; discusses the impact of the proposed change on the College; and describes educational offerings, operations, management and physical resources of the Newburgh campus as well as the extensive student services offered.

I. Statement of Nature & Purpose of Substantive Change

Orange County Community College is submitting this Substantive Change Proposal to request branch campus recognition for its Newburgh location by the Middle States Commission on Higher Education. A branch campus located in Newburgh, at the eastern end of the County, is essential to bringing thousands of residents access to quality higher education.

This proposal describes the relationship of the branch campus to the Institution's mission, goals and strategic priorities; details the need for a Newburgh campus; discusses the impact of the proposed change on the College; and describes educational offerings, operations, management and physical resources of the Newburgh campus as well as the extensive student services offered.

II. Relevance to Institutional Mission & Strategic Priorities

The creation of the Newburgh branch campus is the top priority of both the College's Strategic Plan and its Facilities Master Plan.

Orange County Community College's mission states that the College is "dedicated to reaching out to all citizens of Orange County to enrich their lives through the highest-quality education possible" and to "enhance students' economic opportunities." The development of a branch campus in Newburgh supports the College's mission given the economic challenges and limited access to higher education faced by residents in the City of Newburgh and the eastern end of Orange County.

Furthermore, the College's revised Strategic Plan 2009-2014, approved by the College's Board of Trustees in December 2008, outlines five strategic priorities including accessibility. With accessibility as a priority, the College is committed to "expand and enhance programs, services, and operations to ensure the College is accessible to all members of an increasingly diverse community." The development of a branch campus in Newburgh aligns directly with this strategic priority by significantly expanding access to the College for thousands of eastern Orange County and City of Newburgh residents. The Strategic Plan can be accessed at www.sunyorange.edu/president/docs/StrategicPlan2009-2014.pdf.

III. Evidence of Need: Accessibility, Socioeconomic Status & Enrollment

The Newburgh campus is essential to the City, County and College in that it addresses the challenges of accessibility, socioeconomic status and significant population and enrollment growth.

Accessibility – Due to the distance between Newburgh and the Middletown campus and the lack of public transportation between the cities, higher education opportunities are not accessible for thousands of County residents. In the Spring of 1990, the College established an extension center in downtown Newburgh to bring higher education to the residents of eastern Orange County. Even though the College established limited daily shuttle service between the Newburgh site and the Middletown campus, students still struggle in commuting between the two campuses. By establishing a Newburgh campus, the College can serve a significant number of students who can now attend classes in Newburgh to complete all coursework for their degrees.

Socioeconomic Status – Compared to other cities and towns in Orange County and across the state, the City of Newburgh is plagued by a higher poverty rate, lower educational attainment levels, and a higher unemployment rate. According to the NYS Department of Labor, Newburgh's unemployment rate of

11.7% is 3% higher than the County average. In efforts to improve the socioeconomic status of Newburgh residents, the College has determined that offering career-focused programs at Newburgh will contribute to providing a highly qualified workforce, particularly in occupations with local shortages such as Nursing and Criminal Justice. The Newburgh campus also offers degree programs to prepare students for transfer to four year institutions. Additional information about the degree programs being offered is included in the following pages of this document.

Enrollment - Orange County has experienced significant population growth with the most recent US Census projecting the population of 15 to 44 year-olds in Orange County (ages principally served by the College) to increase nearly 8% over the next decade. The New York State Education Department's (NYSED's) analysis of local high school graduation rates reflects Census data, projecting an increase of 23% in the number of graduates from Orange County high schools by 2013. The College has also experienced consistent increases in its enrollment with overall enrollment increasing 22% in the past seven years. The College's enrollment plans submitted to SUNY project enrollment to grow to nearly 7,800 and annualized FTEs to grow from the current 4,553 to nearly 5,500 FTEs by 2014-2015. Appendix A is the College's five year projected enrollment and AFTE submitted yearly to SUNY.

With the County and the College experiencing significant growth in population and enrollment, the College's capacity to efficiently and effectively serve current and future students is being challenged. The College is confronting its limited capacity to absorb the growth at both the Middletown campus and the Newburgh site. The College is working to manage its enrollment by increasing the number of courses offered online, proposing alternative scheduling as well as expanding capacity by establishing a branch campus in Newburgh.

Since the opening of the Newburgh Extension Center in 1990, the Newburgh site has grown significantly in student enrollment and number of course sections. With an initial enrollment of approximately 600 credit students, Newburgh today has nearly 1,400 students representing over 600 FTEs (over 300 AFTE). See Appendix B for the College's most current enrollment activity [at Census]. The selection of course offerings has also grown to over 200 credit course sections each semester. Additionally, each semester, over 500 non-credit students attend classes at the Newburgh site, including a growing ESL population and students in workforce development. The College expects that branch campus status will allow Newburgh to double its enrollment and provide access to higher education for many more residents. The following graphs and charts illustrate Newburgh's enrollment trends over the past five years, including headcount and AFTE.

Figure 1: Newburgh Total Headcount Fall 2006 to Fall 2009

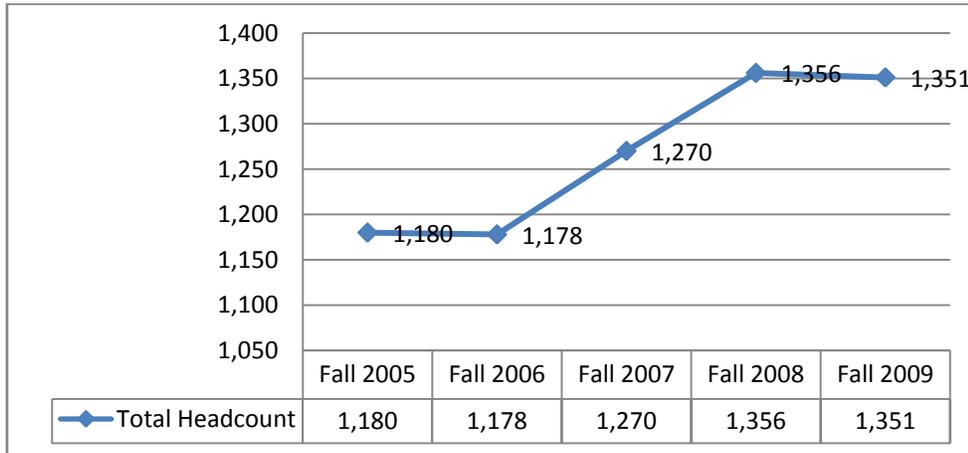
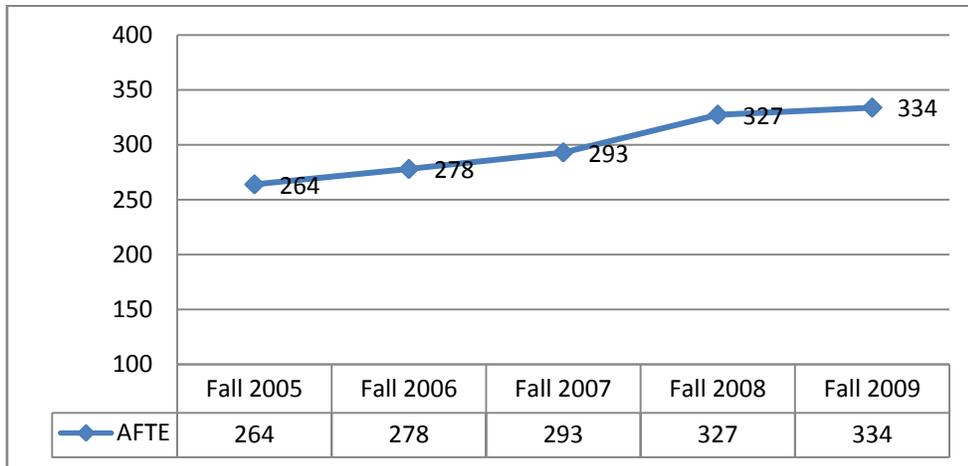


Figure 2: Newburgh Annual AFTE Fall 2006 to Fall 2009



IV. Impact of the Newburgh Campus on the Institution

The establishment of the Newburgh campus will have a significant impact on Orange County Community College. By broadening the College’s reach to the eastern end of the County, the College will be providing needed access to quality higher education to a great number of previously underserved residents. Their contributions to the College in terms of diversity and enthusiasm for learning will enrich the entire institution. Furthermore, the Newburgh site, with its new state-of-the-art facilities and blend of seasoned and new faculty and staff, will serve as a catalyst for fresh thinking and innovative programming in the institution as a whole.

Since the College operates in many locations throughout Orange County, it is expected that the creation of a Newburgh branch campus will not place undue strain on day-to-day College operations. However, a significant change in culture is anticipated to occur as the Newburgh campus, over time, becomes increasingly independent of the Middletown campus. The Board of Trustees and the College President

encourage this sense of independence from the Middletown campus as it is a productive means to instituting new and creative solutions to a variety of challenges.

V. Regional Support and Approval of Branch Campus Designation

New York State and Orange County have demonstrated strong support for a branch campus in Newburgh. Below is a summary of activities that led to the designation of the Newburgh site by SUNY and the NYS Department of Education as a branch campus:

- In early 2006, the College charged its Master Plan consultants, JMZ Architects & Planners, to study the need for a full branch campus in the County's eastern end. The consultants' report demonstrated a strong demographic and programmatic need for a branch campus in the Newburgh area.
- The Orange County Legislature convened an exploratory Site Selection Committee composed of College, community and legislative personnel to review potential sites for a new branch campus in the City of Newburgh.
- In October 2006, the legislature selected the site of the existing Newburgh Extension Center on lower Broadway in downtown Newburgh for development of a full branch campus.
- On March 1, 2007, the legislature approved funding for the design of the campus, and at its July 5, 2007 meeting, approved applying to SUNY and the State Education Department for branch campus status for Newburgh.
- Funding for the Newburgh Branch Campus project was secured in two successive state budgets for a total appropriation of \$30 million.
- A generous local donor also pledged \$10 million towards the development of a full branch campus in the City of Newburgh.
- In September 2008, after extensive review, both the New York State Education Department (NYSED) and the State University of New York (SUNY) approved branch campus status for the Newburgh site.

VI. Legal Authority

The College has received approvals from the NY State Legislature, Governor, Orange County Legislature, as well as the College's Board of Trustees to create the Newburgh campus. In September 2008, the New York State Education Department (NYSED) and the State University of New York (SUNY) approved branch campus status for Newburgh. All initial academic programs to be offered at the Newburgh campus have received the approval of the Board of Trustees of the State University of New York and the New York State Education Board.

Approval letters and resolutions can be found in the following Appendices: Appendix C: Approval letter from NY State Education Department; Appendix D: Approval letter from State University of New York; Appendix E: Resolution from Orange County Legislature to support Newburgh branch campus; Appendix F: Resolution from SUNY Orange Board of Trustees to support branch campus status in Newburgh

Additional academic programs being offered at Newburgh are in the process of applying for approval.

VII. Financial Impact

Orange County Community College has received substantial private and public funding to double the size of the Newburgh campus which includes the renovation of the Tower Building and the construction of Kaplan Hall, a new 87,000 square foot building and underground parking garage. Nonetheless, the financial impact of the Newburgh campus will be significant to the College, particularly in the 2010-2011 fiscal year as Kaplan Hall opens its doors to students and faculty. The College's operating budget will fund essential supplies and equipment for Newburgh, and the College is fortunate to have a donor that is funding the Nursing simulation labs for approximately \$500,000. The College's Capital Campaign, "Defining Moments," continues to work to contribute financial support toward the campus's renovation and construction.

Furthermore, the College continues to benefit from a supportive relationship with the County sponsor. The College negotiated the 2010-2011 budget with the County for a vote by the full County legislature in late August 2010. Despite NY State's difficult economic situation, the College's budget request was reasonable and County support is anticipated.

The College is confident that even with campus start-up costs, the Newburgh campus will enhance the College's fiscal position. A three year projection of the operating budget's revenue and expenses is outlined in Table 1 below:

Table 1: Newburgh Campus: Operating Budget – Projected Revenue and Expenses

	2010-2011	2011-2012	2012-2013
REVENUES			
Tuition and Fees	\$3,393,230	\$3,620,620	\$3,996,661
State Aid	\$1,659,892	\$1,726,287	\$1,847,127
County Share (% of total)	\$1,911,071	\$1,806,831	\$1,879,104
Other			
Total	\$6,964,192	\$7,153,739	\$7,722,892
EXPENSES			
Salaries	\$3,500,657	\$3,850,723	\$4,043,259
Equipment	\$650,000	\$100,000	\$50,000
Fringe Benefits	\$1,130,434	\$1,243,477	\$1,367,825
Contract Services	\$1,540,185	\$1,771,213	\$2,036,895
Total	\$6,821,276	\$6,965,413	\$7,497,979
Net Income(Deficit)	\$142,916	\$188,326	\$224,913

VIII. Educational Programs Offered at Newburgh

Orange County Community College (SUNY Orange) as a unit of the State University of New York (SUNY), has been serving the residents of Orange County since 1950 by providing quality education to meet students' needs for further education, employment and personal growth. The College offers three degree programs, the Associate's degree in Art (AA) and Sciences (AS) preparing students for transfer and the Associate's degree in Applied Sciences (AAS) providing the knowledge and skills for entry into the workforce.

In determining the academic degree programs to offer at the Newburgh campus, the College researched student demand and the occupational outlook in Orange County and beyond for both transfer and professional degree programs. The selected programs have been long-standing, successful programs on the Middletown campus. Table 2 outlines those academic degree programs currently being offered as well as those that are planned.

Table 2: Academic Degree Programs (Current & Planned) Offered at Newburgh

Academic Degree Programs	Currently Being Offered	Offered beginning January 2011	Approved by SUNY & NYSED for Future Implementation	Under Review for Future Implementation
AAS Business Management	X			
AS Criminal Justice	X			
AAS Criminal Justice – <i>Police</i>	X			
AS Human Services	X			
AS Individual Studies	X			
AA Liberal Arts: <i>Humanities & Social Science</i>	X			
AAS Nursing		X		
AAS Early Childhood Education			X	
AAS Office Technologies			X	
AS Liberal Arts & Sciences: <i>Mathematics & Natural Science</i>				X
AS Business Administration				X

Most courses in the above programs are already successfully offered in Newburgh; the selected programs replicate successful long-standing programs offered at the Middletown campus. It is expected that the expansion of the College’s Nursing program to Newburgh will address a significant nursing shortage in the region as well as allow an increased number of students waiting for entry into the program. The Nursing Department has received accreditation by the NCLNAC and approval of the Newburgh site by the New York State Education Department; the Nursing program will be offered starting January 2011.

A. Program Announcements – For each of the academic degrees being offered at the Newburgh campus, a Program Announcement was completed and submitted to SUNY and NYSED. The announcements summarize the programs, project enrollment/FTE, indicate special accreditation requirements, as well as outline the curriculum. The program announcements are provided in [separate] attachments A-I.

B. Assessment of Student Learning Outcomes

Courses and programs at the Newburgh campus are subject to the same assessment process as those at the College as a whole. The College, in compliance with SUNY’s Assessment Initiative, assesses the student learning outcomes of its academic programs every 5 to 7 years or on a specialized accreditation schedule. Clear and measurable student learning outcomes have been developed for every program and course, with multi-section courses sharing the same outcomes. The student learning outcomes for the above academic programs are included in Appendix G. An external review of each program is a

required component of the assessment initiative. External reviewers provide programs an independent and objective evaluation of strengths and weaknesses as well as recommendations for improvement. The accreditation responsibilities of programs are sufficient to meet SUNY's assessment requirements. The assessment schedule is updated each Fall semester; the schedule can be accessed at www.sunyorange.edu/assessmentapa/schedule.shtml

In addition to programmatic assessment, the College assesses the student learning outcomes of each General Education knowledge and skill area on a 3 year cycle. The student learning outcomes for the 12 knowledge/skills areas can be found at www.sunyorange.edu/assessmentgea/slo.shtml. An assessment plan for each General Education area was collaboratively developed between academic departments and the College's former General Education Committee. Preceding each assessment cycle, the Institutional Research, Planning & Assessment Office and the Assessment Advisory Committee work with academic departments to review and revise assessment plans as necessary. The General Education assessment schedule is updated each Fall semester, if necessary; the schedule can be accessed at www.sunyorange.edu/assessmentgea/schedule.shtml

As part of the assessment process, programs are required to annually document assessment activities and identify improvement efforts as a result of assessment findings. This information is included in the Academic Affairs's Annual End of the Year Report; reports can be found at www.sunyorange.edu/academic_affairs/annualreports.shtml

C. Faculty

The College has established a five-year plan to increase the number of full-time faculty in residence at the Newburgh campus in order to support the campus's current and planned academic degree programs. Currently, full-time faculty in Newburgh include those in Biology, English, Criminal Justice, Business and Human Services. In Fall 2010, additional full-time faculty in Mathematics, History, Psychology and English will join the Newburgh campus; and by Spring 2011, full-time faculty in Nursing, Biology, Foreign Languages, Communication as well as a Coordinator of Learning Assistance will be based in Newburgh. Additional faculty will be hired to develop and expand academic offerings as needed, particularly as the Tower Building renovations are completed by Fall 2012. See Appendix H for a breakout of five year faculty staffing projections by academic program.

D. Library

Libraries are located on both the Middletown and current Newburgh site. The Middletown library maintains a collection of 109,778 print volumes, 2,170 media resources and 305 periodical titles while the Newburgh collection includes 2,216 print volumes and 32 periodical titles. Students are able to access both collections using COLT, the online catalog of library titles. The Newburgh campus library collection has been developed to provide a core set of general education resources as well as volumes to support the campus's degree offerings. Newburgh students may receive materials sent to the campus through the Intercampus Library Loan (ILL) system; students can also utilize the free public shuttle and obtain items at the Middletown library.

The Libraries on both campuses participate in the SUNY Connect Union Catalog which provides students with a core of research databases and connectivity to the combined resources of all SUNY libraries. As a member of SUNY Connect Union Catalog, students may borrow materials from nearby SUNY institutions further extending their access to research materials. For an extensive listing of the databases that are accessible to all students, visit www.sunyorange.edu/lrc/eresources/more/index.shtml. Additionally, the College participates in the Newburgh Library Collaborative with the Newburgh Free Library, the

City's public library, as well as with Mount Saint Mary's College, a private 4 year liberal arts college, both located several blocks from the Newburgh campus. More information about the Library Collaborative can be accessed at, www.sunyorange.edu/lrc/nlc/index.shtml

E. Continuing & Professional Education (CAPE) & Workforce Development - The Continuing and Professional Education Department (CAPE) offers a range of non-credit courses and programs at the Newburgh campus in the areas of computer and technology skills, professional development, business training and personal enrichment. CAPE's Workforce Development Coordinator is located at the Newburgh campus. In addition to overseeing CAPE courses, the Coordinator designs a range of programs to meet community needs.

IX. Operation, Management & Physical Resources

A. Facilities

The Newburgh site is located at One Washington Center, in downtown Newburgh, New York, overlooking the Hudson River. The current campus occupies 6 floors of a former office building, the Tower building, and includes 17 classrooms, four computer labs, a cafeteria, library, science labs, a tutorial center, and a full-service student center. In December 2010, faculty, staff and students will vacate this building to move into a new 87,000 square foot state-of-the-art building, Kaplan Hall, where classes for the Spring 2011 semester will be held. Kaplan Hall will house classrooms, science labs, nursing labs, faculty offices, a library, a learning assistance center, an art gallery, a large theatre/community room, a café, a one-stop student services center as well as underground parking for over 450 vehicles. Beginning in early Spring 2011, the Tower building will undergo a complete year-long renovation. Once the campus construction and renovation is complete, the Newburgh campus will have doubled in size. See Appendix I for the Proposed Distribution of Space that includes both existing and new construction. Additionally, Appendix J contains a draft campus map of the Newburgh site.

B. Security

In Newburgh, the College's security team is directed by the Coordinator of Security and an Evening Security Supervisor who oversee 25 security officers on rotating shifts, with six officers on duty between 7 am and 10 pm, Monday through Friday and 8 am to 1 pm on Saturday. Officers ensure a safe learning environment by patrolling the parking garage, outside parking areas, computer labs, registration area, and the campus corridors, as well as staffing a front desk at all times. The security team also provides special assistance to the disabled, provides vehicle escorts for faculty, staff and students upon request and distributes mobile computer and audiovisual equipment as requested by faculty and staff.

C. Administrative Organization

The current Vice President for the Newburgh campus reports directly to the College President and serves both on the President's Cabinet as well as a member of his Vice Presidents Planning Team. The VP of Newburgh is assisted by an Associate Vice President for daily operations and student services, an administrative assistant as well as administrators in Advising and Counseling, Student Activities, Financial Aid and Admissions, all of whom are in residence at the Newburgh campus or spend significant time at the campus each week. Additional staff at the Newburgh site include an Assistant Director of Maintenance, Coordinator of IT, a Coordinator of Workforce Development as well as support staff in these areas. See Appendix K for a chart of the Proposed Organizational Structure of the Newburgh campus.

D. Planning & Budgeting

The Vice President of the Newburgh campus coordinates the campus's planning and budgeting activities by following the College's Planning, Budgeting and Institutional Effectiveness (PBIE) process, procedures and timeline. The PBIE process provides for long-term planning guided by the College's Strategic Plan and supporting Master Plans, including the Academic Master Plan. Each College unit/department submits yearly budget priorities and initiatives through the College's Online Planning for Initiative Prioritization (PIP) system. The submissions are reviewed by a college-wide governance committee and approved by the President. The PIP system, a transparent and collaborative planning and budgeting instrument, is available for public access at www.sunyorange.edu/pip/index.php?access=public.

X. Student Services

Newburgh offers the same services to students as those available at the Middletown campus. Included below is a brief description of the services available to students:

A. Academic Advising – At Newburgh, four full-time College advisors/counselors and specially trained faculty serve as advisors. Academic advisors help students clarify their personal and academic goals, identify behavioral and social obstacles and explore available resources for achieving their goals. Advisors assist students in selecting their course of study, registering for appropriate coursework, applying strategies for academic success as well as exploring career and transfer opportunities. Since June 2010, the newly hired Assistant Director of Advising and Counseling is in residence several days a week at the Newburgh campus.

B. Activities & Cultural Events - The Assistant Director of Student Activities, in residence in Newburgh two days per week, coordinates a program of student activities at the Newburgh site developed by a Student Board of Activities. Cultural events are coordinated by the newly hired Coordinator of Cultural Affairs for Newburgh in consultation with the campus Vice President. Activities include art shows, bus trips to New York City museums and Broadway productions, poetry readings, concerts, lectures and guest speakers on contemporary issues, theatre events as well as an annual Recognition Ceremony and Hudson River boat trip for Newburgh area graduates and their families. Dedicated space for student activities, including office space for student government meetings and student club activities, is planned as part of the branch campus building project.

C. Admissions – Students interested in attending Orange County Community College can complete the entire application process at the Newburgh campus. The Assistant Director of Admissions is in residence in Newburgh several days per week. Four full-time advisors in the Student Services division guide students from an initial interview through the placement assessment and registration process. Small group workshops are regularly offered to new and prospective students to answer questions and acquaint them with the admissions and registration processes. The Admissions Office also offers special workshops on a range of career and program topics.

D. Bookstore - The College Bookstore occupies a dedicated space in Newburgh for two weeks at the start of each semester for book purchases and at the end of each semester for textbook buy-back. Beginning in Spring 2012, with the renovation of the Tower Building, a permanent full-service bookstore with regular hours will be available for students throughout the entire semester.

E. Career Counseling - The College's Career Center provides assistance in all stages of career decision-making, from career exploration and assessment through college course planning and job interviewing.

The 3 full-time counselors at the Newburgh site are skilled in guiding students through these processes. In addition, the Director of Career and Internship Services and a full-time Career Counselor spend one full-day per week at the Newburgh campus.

F. English as a Second Language (ESL) - In addition to the availability of credit developmental courses in ESL, the College's non-credit ESL program is headquartered at the Newburgh site. The program provides instruction in listening, speaking, reading and writing for personal, professional and academic success. The non-credit ESL program in Newburgh currently serves over 150 students and continues to grow.

G. Financial Aid - The Assistant Director of Financial Aid is in residence at the Newburgh campus, in addition to a full-time Financial Aid Counselor. They assist students with local, state and federal financial aid applications and provide information about grants, loans, scholarships and work/study opportunities. Specialized workshops are scheduled on a regular basis to answer students' financial aid questions and help students begin the financial aid application process.

H. Food Service - Kaplan Hall will house a café for students, faculty, staff and the public where breakfast, lunch and snack items will be available throughout the day and into the evening. In Spring 2012, with the opening of the renovated Tower Building, an additional café and a full-service cafeteria will offer meals beginning at 7 am each day.

I. Health Services - The College's Coordinator of Health Services, a registered nurse, is available at the Newburgh campus at least one full day per week to meet with students with health concerns. The Coordinator also sponsors regular workshops and information sessions on health-related issues for both students and staff. Beginning in Spring 2012, with the renovation of the Tower Building, a Health Services Office will open with expanded hours and services for students and staff.

J. Learning Assistance - Learning support activities currently in place at the Newburgh campus will continue in Kaplan Hall in an integrated Learning Center facility comprising the entire 2nd floor of the Library. Professional tutors, holding at least a bachelor's degree in the appropriate subject area, are available as well as peer tutors recommended by faculty as having demonstrated a high level of academic achievement. In addition to scheduled appointments with tutors, students may drop in to a number of discipline-specific labs, including:

- *Math Lab* – The Lab is staffed by specially-trained mathematics tutors.
- *"BAT Cavern"* – Students in the biological sciences and health professions can access anatomical models and related instructional aides.
- *Reading Lab* – Sponsored by the English Department, the lab provides assistance to students completing assignments in conjunction with their developmental reading courses
- *Writing Center* – Also sponsored by the English Department and staffed by full-time and adjunct English faculty members who work with students to develop their writing skills.
- *Nursing Resource Center* – Special materials for independent study are offered for nursing students.

A full-time Coordinator of Learning Assistance will be hired next year to oversee the expanded Learning Center in the new Kaplan Hall and to expand learning assistance services (study groups, etc.) at the Newburgh campus.

K. Shuttle Service - The College offers free daily shuttle service for students and staff between Newburgh and the Middletown campus during the Fall and Spring semesters. The first shuttle leaves Newburgh to arrive in time for students to take 8 am classes; the shuttle continues to run on the hour between the campuses until the last shuttle returns to Newburgh at 6:45 pm.

L. Students with Special Needs - A full-time Disabilities Specialist from the College's Office for Disability Services is in residence at the Newburgh campus. The Specialist provides students with a wide range of accommodation services, including alternative testing arrangements, note-taking, test reading as well as physical accommodations, while also serving as an academic advisor. A special testing room is set up for students who need to take exams in a distraction-free environment; this room also houses a Kurzweil computer for use by visually-impaired students. Beginning in the Fall 2010, a part-time testing specialist will assist the Disabilities Specialist in providing alternative testing accommodations for students. The Newburgh campus also houses a Mental Health Specialist provided by the Orange County Department of Mental Health one day per week to help assess students with mental health concerns.

Orange County Community College recognizes the importance of the Newburgh campus to be under the scope of its accreditation especially as the College prepares for its 2013-2014 Self-Study. As described through this proposal, the College believes that the Newburgh site has the "sufficient educational, financial, operational, management and physical resources to satisfy the Commission's standards." The College looks forward to a positive review of this proposal by the Middle States Commission on Higher Education.

Appendix B: Orange County Community College – Enrollment Fall 2006 to Fall 2009

Orange County Community College Freeze Enrollment Report - Fall 2006 to Fall 2009						
	Fall 2009 Freeze 21-Sep-09	Percent (%) Change	Fall 2008 Freeze 15-Sep-08	Percent (%) Change	Fall 2007 Freeze SDF EOT Newburgh	Fall 2006 Freeze Datatel
Total Headcount	6,922	2.4%	6,763	2.4%	6,602	6,524
Full Time (12 or more credit hours)	3,859	5.6%	3,653	5.8%	3,452	3,320
Part Time	3,063	-1.5%	3,110	-1.3%	3,150	3,204
3/4 Time (9 - 11.5 credit hours)	667	5.7%	631.0			
1/2 Time (6 - 8.5 credit hours)	1,059	-3.8%	1,101.0			
< 1/2 Time (.5 - 5.5 credit hours)	1,337	-3.0%	1,378.0			
Total Credit Hours	68,295.5	3.6%	65,936.0	4.4%	63,134.0	62,028.0
Annual FTE	2,276.5	3.6%	2,197.9	4.4%	2,104.5	2,080.7
Location:						
Newburgh						
Total Headcount (duplicated)	1,351	-0.4%	1,356	6.7%	1,270	1,178
Total Credit Hours	10,016.0	1.4%	9,882.0	12.4%	8,790	
AFTE	333.9	2.0%	327.4	11.6%	293	277.9
Community College in the High School						
Total Headcount (duplicated)	834	-0.9%	842	0	745	
Total Credit Hours	3,828.0	4.2%	3,674.0	9.0%	3,371.0	
AFTE	127.6					
Distance Learning						
Total Headcount (duplicated)	366					
Total Credit Hours	1,174.0					
AFTE	39.1					
Monroe-Woodbury						
Total Headcount (duplicated)	29					
Total Credit Hours	111.0					
AFTE	3.7					
Port Jervis						
Total Headcount (duplicated)	58					
Total Credit Hours	132.0					
AFTE	4.4					
Warwick						
Total Headcount (duplicated)	32					
Total Credit Hours	114.0					
AFTE	3.8					
Student Type*:						
First Time	1,729	-3.0%	1,775	-0.6%	1,786	1,605
Transfer	388	26.4%	307	18.5%	259	315
Continuing	3,189	-2.6%	3,275	4.0%	3,148	3,243
Returning	783	41.3%	554	-16.6%	664	611
Concurrently Enrolled in HS	833	-2.1%	851	14.2%	745	750
Matriculation Status						
Matriculated	5,760					
Non-Matriculated	1,162					

Race/Ethnicity:						
American Indian/ Alaskan Native	30	30.4%	23	21.1%	19	21
Asian/ Pacific Islander	185	-5.1%	195	25.0%	156	160
Black, Non-Hispanic	793	7.6%	737	11.8%	659	628
Hispanic	1,128	7.4%	1,050	7.9%	973	846
White, Non-Hispanic	4,646	5.5%	4,405	1.6%	4,334	4,153
Unknown	140		353		461	716
Gender:						
Total Males	2,946	5.1%	2,803	4.6%	2,679	2,521
Total Females	3,976	0.4%	3,960	0.9%	3,923	4,003
Age:						
Average Age	22.5		22.7			
Under 18	1,034	-6.7%	1,108	63.4%	678	928
18-19	2,232	-1.0%	2,254	5.8%	2131	1997
20-21	1,278	10.3%	1,159	-9.4%	1279	1151
22-24	804	10.6%	727	-6.2%	775	709
25-29	562	7.7%	522	-13.%	600	536
30-34	276	0.0%	276	-11.%	310	299
35-39	252	-2.7%	259	-6.2%	276	313
40-49	373	2.5%	364	-15.9%	433	463
50-64	106	16.5%	91	-20.2%	114	117
65 & Over	5	66.7%	3	-25.%	4	4
County						
Dutchess	50					
Orange	5,771					
Rockland	12					
Sullivan	338					
Ulster	255					
Westchester	5					

Appendix C: Approval Letter from New York State Education Department



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION

August 4, 2008

The Honorable David Paterson
Governor of the State of New York
The Executive Chamber
The Capitol
Albany, New York 12224

RECEIVED
AUG 21 2008
OFFICE FOR
COMMUNITY COLLEGES

Dear Governor Paterson:

On July 28, 2008, the Board of Regents approved an amendment to the long-range master plan of the State University of New York authorizing Orange County Community College to establish a branch campus in Newburgh, New York. They did so in recognition that branch campus status will enable eastern Orange County students to earn full degrees in Newburgh without having to travel to the Middletown campus. Enclosed is a copy of the Regents agenda item.

On behalf of the Regents, I recommend for your favorable consideration, pursuant to Sections 237 and 354 of the Education Law, amendment of the long-range master plan of the State University of New York authorizing Orange County Community College to establish a branch campus in Newburgh, New York.

Sincerely,

A handwritten signature in dark ink, appearing to read "Richard P. Mills".

Richard P. Mills

Enclosure

cc: Honorable Dean Skelos
Honorable Malcolm Smith
Honorable Kenneth P. LaValle
Honorable Sheldon Silver
Honorable Herman D. Farrell, Jr.
Honorable Deborah Glick
Honorable Owen Johnson
Honorable Joel Miller
Honorable Toby Ann Stavisky
Honorable James Seward
Honorable Peter Lopez
Daniel Doktori
Jeffrey Pearlman
Chancellor John B. Clark ✓

Appendix D: Approval Letter from State University of New York



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

SENIOR DEPUTY COMMISSIONER OF EDUCATION - P-16
Office of Elementary, Middle, Secondary and Continuing Education
Office of Higher Education

RECEIVED
OCT 14 2008
PRESIDENT'S OFFICE
SUNY ORANGE

August 4, 2008

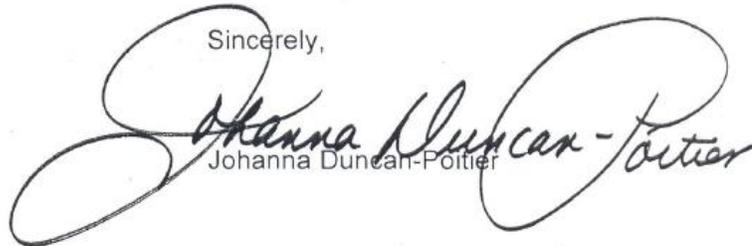
John B. Clark, Interim Chancellor
State University of New York
State University Plaza
Albany, New York 12246

Dear Chancellor Clark:

I am pleased to inform you that, on July 28, 2008, the Board of Regents voted to approve an amendment to the master plan of the State University of New York authorizing Orange County Community College to establish a branch campus in Newburgh, New York. This master plan amendment will be effective until July 31, 2009, unless the Department registers the branch campus prior to that date, in which case master plan amendment shall be without term.

The Commissioner has asked the Governor to act favorably on this matter.

Sincerely,


Johanna Duncan-Poitier

cc: Provost Risa I. Palm
President William Richards

RESOLUTION NO. 202 OF 2007

RESOLUTION OF THE ORANGE COUNTY LEGISLATURE SUPPORTING THE ESTABLISHMENT OF A BRANCH CAMPUS OF THE ORANGE COUNTY COMMUNITY COLLEGE IN NEWBURGH.

WHEREAS, based on the continuous growth in enrollment and the difficulty of travel for students to the Middletown campus, the Orange County Community College seeks to establish a branch campus in Newburgh, New York for the benefit of the residents of Orange County and the region; and

WHEREAS, the Orange County Legislature has approved the "KeyBank/Maple Building" for the proposed site of the Orange County Community College facility in Newburgh as stated at Resolution No. 242 of 2006; and

WHEREAS, the Orange County Community College has requested the support of the Orange County Legislature for the designation of the Newburgh facility as a branch campus of

STATE OF NEW YORK }
COUNTY OF ORANGE }
OFFICE OF THE CLERK OF }
THE COUNTY LEGISLATURE }

THIS IS TO CERTIFY THAT I, LAURIE M. WHIGHTSIL
Clerk of the County Legislature of said County of Orange, have compared the foregoing copy of resolution with the original resolution now on file in my office and which was passed by the County Legislature of said County of Orange on the 5th day of July, 2007, and that the same is a correct and true transcript of such original resolution and the whole thereof.

In Witness Whereof, I have hereunto set my hand and the official seal of said County Legislature this 6th day of July, 2007

Laurie M. Whightsil
CLERK OF THE COUNTY LEGISLATURE OF THE COUNTY OF ORANGE

Appendix F: Resolution from SUNY Orange Board of Trustees to Support Newburgh Branch Campus



SUNY ORANGE

WWW.SUNYORANGE.EDU

115 SOUTH STREET, MIDDLETOWN, NEW YORK 10940 (845) 344-6222
ONE WASHINGTON CENTER, NEWBURGH, NEW YORK 12550 (845) 562-2454

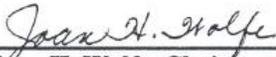
**SUNY Orange Board of Trustees
Resolution to Support
Branch Campus Status in Newburgh**

Whereas, the Board of Trustees grants their support for the College to seek Branch Campus status for the Newburgh Campus; and

Whereas, the Board of Trustees recognizes the need for the Branch Campus status in Newburgh due to the increased demand for student space, the continuous growth in enrollment, and the difficulty of travel for students; now therefore be it

Resolved, that the SUNY Orange Board of Trustees approves the College's request for the support of the Branch Campus status in Newburgh

June 11, 2007
Date


Joan H. Wolfe, Chair
Board of Trustees

Resolution No. 12 – AY 2006-2007

Appendix G: Student Learning Outcomes - Newburgh Academic Degree Programs

Academic Program	<i>Students Will:</i>
AAS Business Management	<ul style="list-style-type: none"> ● Integrate management theories and tools in a variety of functional areas within an organization. ● Demonstrate the ability to use a variety of analytical tools in the functional areas of business. ● Express business ideas and information effectively in both oral and in written forms.
AS Criminal Justice	<ul style="list-style-type: none"> ● Develop critical thinking skills and apply these skills in discussing complex issues in criminal justice. ● Identify common concepts relevant to the understanding of the criminal justice system and be able to critically assess and debate these issues. ● Develop problem solving skills and be able to apply these skills to issues that impact the diverse areas of the criminal justice system. ● Develop an understanding of our legal system, constitutional law, procedural law and substantive law. ● Be able to understand and discuss the complex issues of diversity and ethics and their impact on the criminal justice system.
AAS Criminal Justice – Police	<ul style="list-style-type: none"> ● Develop critical thinking skills and apply these skills in discussing complex issues that confront police administrators. ● Be able to identify the origins of policing systems and be able to assess problems that confront modern policing systems. ● Be able to identify relevant issues of constitutional, procedural and substantive law. ● Be able to understand and critically discuss the complex issues involving diversity and ethics as they relate to professional policing. ● Be able to understand the importance of crime scene protection and be able to demonstrate the proper methods of gathering and presenting evidence properly.
AS Human Services	<ul style="list-style-type: none"> ● Develop a portfolio demonstrating application of theory, goals and objectives associated with current direct care positions in the human services field. ● Demonstrate appropriate critical thinking and problem solving skills necessary to continue their education toward a four-year degree or seek entry level employment in a human service agency. ● Interact with recipients, families and professionals in a manner that demonstrates an appreciation of cultural and socioeconomic diversity. ● Demonstrate an awareness of an appreciation of the goals and objectives set forth by the Coalition for Direct Care Providers and New York State Family Training and Credentialing Program (FDC)
AS Individual Studies	<ul style="list-style-type: none"> ● Demonstrate their broad base of knowledge in the liberal arts and sciences by evoking critical thinking skills in drawing reasonable conclusions from evaluated data. ● Develop a foundation of essential knowledge about the cultural, social and natural worlds, and individual well-being. ● Demonstrate a mastery of communication skills, both written and oral. ● Understand the commonalities and diversity of the human experience, values and opinions. ● Apply systematic reasoning and develop information management quantitative skills. ● Be prepared to transfer to an upper-level institution.
AA Liberal Arts: Humanities & Social Science	<ul style="list-style-type: none"> ● Develop a foundation of essential knowledge about the cultural, social, and natural worlds, and individual well-being. ● Understand the commonalities and diversity of the human experience, values and opinions. ● Understand the forms of artistic expression and their inherent creative processes.

	<ul style="list-style-type: none"> • Think critically, apply systematic reasoning and develop information management quantitative skills. • Communicate effectively. • Be prepared to transfer to, and succeed, at an upper-level institution.
AAS Nursing	<ul style="list-style-type: none"> • Utilize a reasoning process to resolve clinical and professional problems. • Listen, speak and write to promote the client's well being. • Follow accepted standards of nursing practice to provide safe and appropriate care. • Through professional role development, provide age appropriate care to clients in diverse healthcare settings.
AAS Early Childhood Education	<ul style="list-style-type: none"> • 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.
AAS Office Technologies	<ul style="list-style-type: none"> • Demonstrate the ability to keyboard in correct form business correspondence, which includes letters, interoffice memos, forms, reports, tables, legal documents and financial statements. • Demonstrate the ability to keyboard straight copy for five minutes with a maximum of three errors. • Effectively communicate both orally and in written documents. • Understand the concepts of current information and word processing functions through the successful completion of learning exercises, application problems and exams at a microcomputer workstation. • Learn critical thinking skills through an analytical business report project.
AS Liberal Arts & Sciences: <i>Mathematics & Natural Science</i>	<ul style="list-style-type: none"> • Demonstrate an understanding of the scientific method through their ability to integrate the observation, measurement, collection, reduction and evaluation of scientific data. • Demonstrate their broad base of knowledge in the liberal arts and sciences by evoking critical thinking skills in drawing reasonable conclusions from evaluated data. • Demonstrate a mastery of communication skills, written and oral, especially as related to the analytic methods of natural science. • Perform mathematically at a level commensurate with their chosen field of study. • Plan, organize and implement laboratory experiments and demonstrate the requisite technical/laboratory skills. • Transfer to a four-year institution to earn a baccalaureate degree in either mathematics or the natural/physical sciences.
AS Business Administration	<ul style="list-style-type: none"> • Understand the general nature, structure, resources and operations of business organizations. • Demonstrate the ability to explain an organization's basic accounting, finance, management, marketing and legal functions. • Express business ideas and information effectively in both oral and written forms.

Appendix H: Faculty Staffing Projections by Academic Program at Newburgh

Academic Degree Programs	Staffing Year	Full-Time	Adjunct
AAS Business Management	Y1	1	4
	Y2	2	7
	Y3	2	7
	Y4	2	7
	Y5	2	7
AS Criminal Justice	Y1	1	4
	Y2	2	7
	Y3	2	7
	Y4	2	7
	Y5	2	7
AAS Criminal Justice – Police	Y1	1	4
	Y2	2	7
	Y3	2	7
	Y4	2	7
	Y5	2	7
AS Human Services	Y1	1	4
	Y2	2	7
	Y3	2	7
	Y4	2	7
	Y5	2	7
AS Individual Studies	No additional faculty necessary		
AA Liberal Arts: <i>Humanities & Social Science</i>	Y1	10	15
	Y2	12	18
	Y3	14	21
	Y4	16	24
	Y5	18	27
AAS Nursing	Y1	2	4
	Y2	4	7
	Y3	4	7
	Y4	4	7
	Y5	4	7
AAS Early Childhood Education	Y1	1	4
	Y2	2	7
	Y3	2	7
	Y4	2	7
	Y5	2	7
AAS Office Technologies	Y1	1	4
	Y2	2	7
	Y3	2	7
	Y4	2	7
	Y5	2	7
AS Liberal Arts & Sciences: <i>Mathematics & Natural Science</i>	Program not yet approved		
AS Business Administration	Program not yet approved		

Appendix I: Proposed Distribution of Space (Existing & New Construction)

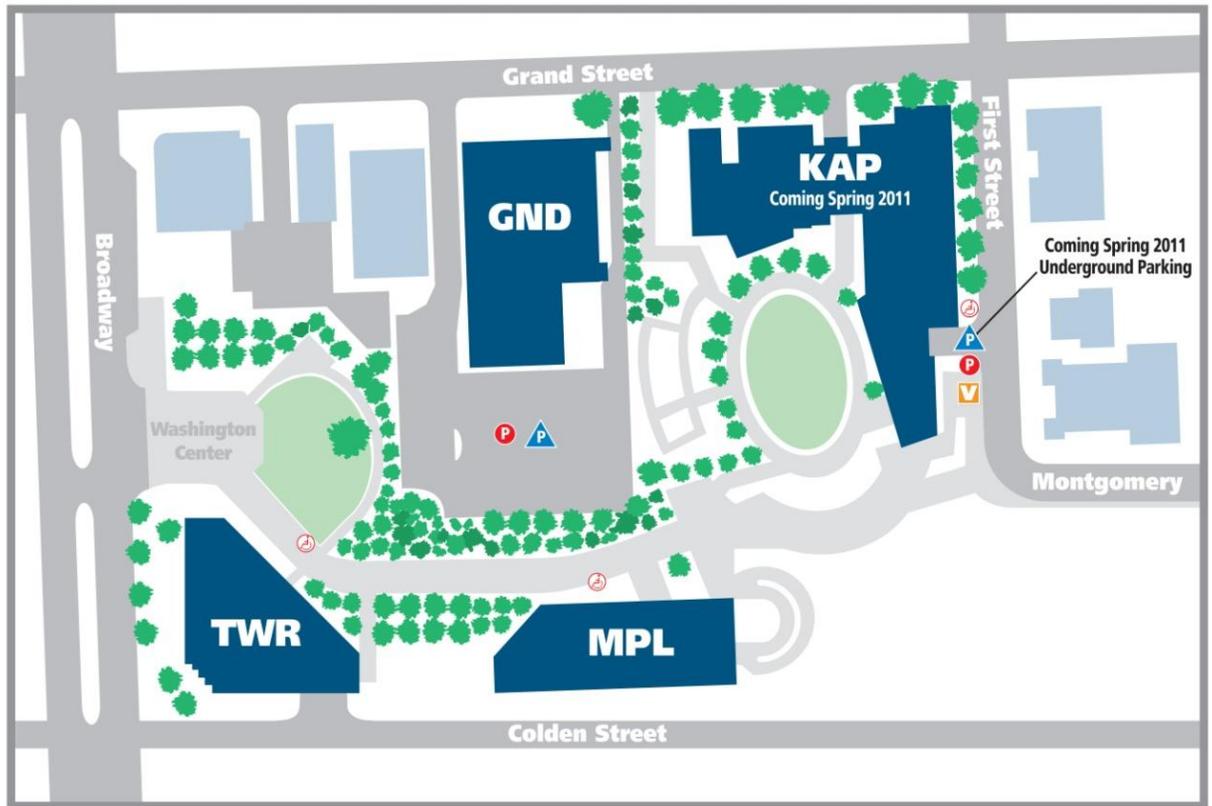
Part A. Room Use Distribution

Room Use Categories	Net Assignable Square Feet (NASF)
01. Total Classroom Facilities	12,946 sf
02. Total Laboratory Facilities	26,014 sf
a. Class laboratory facilities	26,014 sf
03. Total Office Facilities	32,092 sf
a. Academic office facilities	14,575 sf
b. Administrative office facilities	17,517 sf
04. Total Study Facilities	7,845 sf
a. Total library facilities	5,920 sf
05. Total Special Use Facilities	15,710 sf
a. Athletics/physical education	4,900 sf
06. Total General Use Facilities	5,780 sf
a. Assembly facilities	5,180 sf
07. Total Support Facilities	8,170 sf
a. Data processing/computer facilities	1,580 sf
08. Total Healthcare Facilities	0 sf
09. Total Residential Facilities	0 sf
10. Total Facilities Planned for Use	108,557 sf

Part B. Programmatic Facilities Distribution

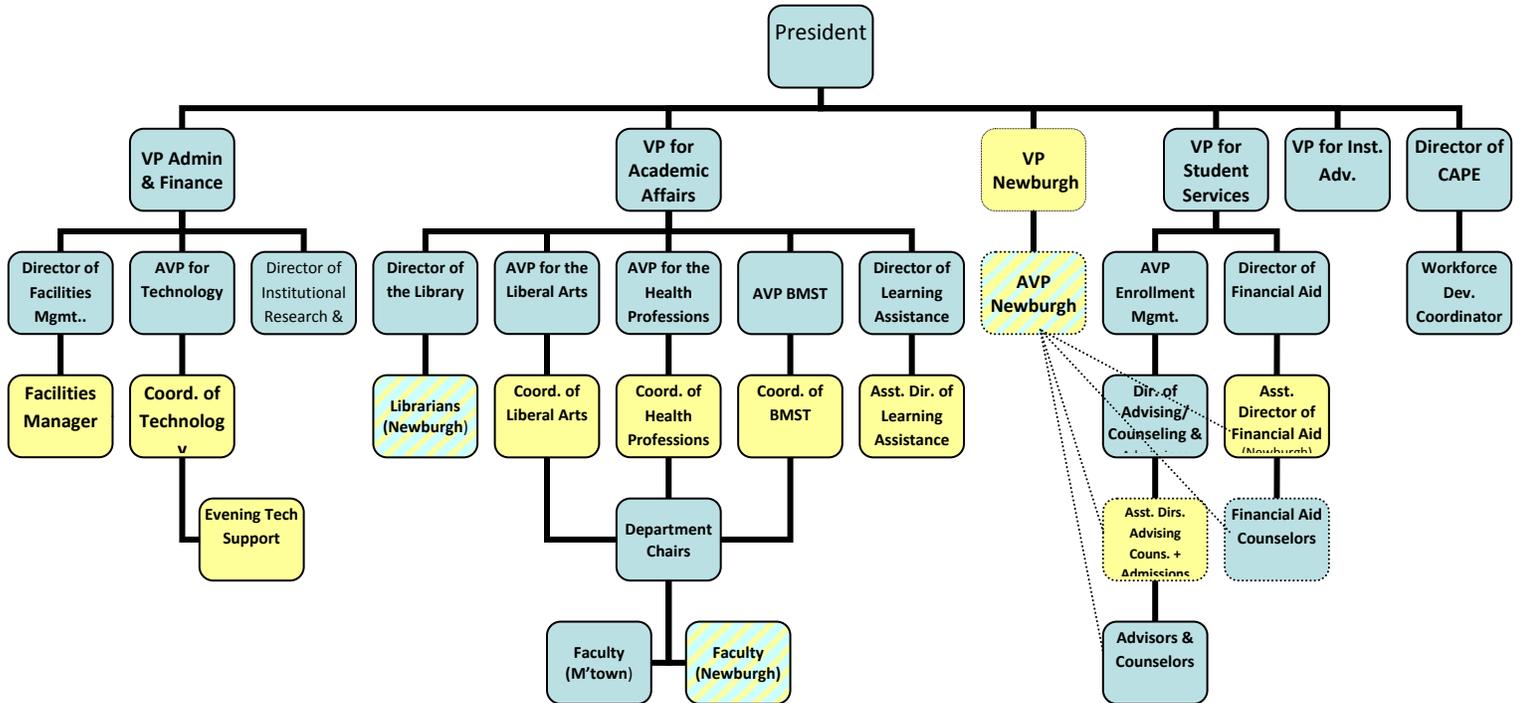
Program Classification Categories	Net Assignable Square Feet (NASF)
11. Instruction (1.0)	53,535 sf
12. Organized Research (2.0)	0 sf
13. Public Service (3.0)	4,000 sf
14. Academic Support (4.0)	7,845 sf
a. Libraries (4.1)	5,920 sf
15. Student Services (5.0)	30,564 sf
16. Instructional Support (6.0)	12,613 sf
17. Independent Operations (7.0)	0 sf
18. Unassigned (8.0)	0 sf
19. Total Facilities Planned for Use	108,557 sf

Appendix J: Campus Map Newburgh Site



KAP = Kaplan Hall
TWR = Tower Building

Appendix K: Proposed Organizational Structure of Newburgh Campus (Revised 6.3.2009*)



Blue = Existing positions, Middletown
 Yellow = New positions, Newburgh
 Stripes = Redefined or expanded positions

**This is not a complete organizational chart but rather reflects those positions anticipated to have a supervisory relationship with positions at the Newburgh campus.*