

**Middle States Commission on Higher Education**

**Self-Study Design**



*Presented by:*

**Orange County Community College  
SPRING 2021**

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## Institutional Overview

Orange County Community College (OCCC), was founded in 1950 as the first county-sponsored community college in the State University of New York (SUNY) system. SUNY Orange is a public, non-residential community college serving students through two campus locations in Orange County's two largest urban areas. The Middletown campus is located on 37 acres in the western end of the County, and the Newburgh branch campus is situated in the County's eastern end overlooking the Hudson River in the heart of Newburgh's downtown. SUNY Orange has embarked on its 2020-2025 Strategic Plan with priorities focused on **empowering student success, strengthening our region's economic future** and **sustaining and invigorating our planned future**. For nearly 75 years, SUNY Orange has been dedicated to ensuring that higher education is accessible, founded on excellence and provides opportunities for life-long engagement and enrichment.

As an open access community college, SUNY Orange welcomes students with varied academic backgrounds who enroll directly upon high school graduation, as adult learners, or as transfers further along on their educational path. The College offers three degrees: the *Associate in Arts (AA)* and *Associate in Science (AS)* preparing students for successful transfer to four year institutions; and the *Associate in Applied Science (AAS)* providing the knowledge and skills for entry into the workforce. The College also offers a limited number of certificate programs. Three of the College's academic divisions-- Liberal Arts, Health Professions, and Business, Mathematics, Science and Technology (BMST)--provide oversight for nearly 40 associate degrees and certificate programs. The College's fourth academic division, *Learning and Student Success*, was created in 2017 and joins the academic departments across both campuses providing support and enhancements around students' academic experience.

Public and private four-year colleges actively seek our graduates for transfer into baccalaureate programs as third-year students. As a member of the 64-school SUNY System, students have confidence their credits will transfer to a four-year institution. SUNY Orange has also established articulation agreements with many other four-year colleges and universities to facilitate smooth transitions for our students. The Liberal Arts AS and the Liberal Arts AA are our highest enrolled programs providing students a robust General Education curriculum and preparing them for a successful transfer.

The College's health profession programs are consistently in high demand; they have secured a reputation of quality and preparedness. SUNY Orange offers 8 health profession degree programs, with Nursing seeing consistently high enrollment. In addition, the Business Management and Criminal Justice - Police degree programs are several of the top enrolled programs at SUNY Orange. The College's AAS programs prepare our students with the knowledge and skills to successfully secure employment and enter the workforce.

The College serves the various community constituencies through a diverse range of non-credit professional development, workforce readiness education, career training, college preparation, and customized business training and services under the direction of the Continuing and Professional Education Department (CAPE) department. CAPE offers a gateway for college-bound students through its English as a Second Language (ESL) courses for limited English speakers, High School Equivalency (HSE) completion and test preparation, and the Youth Empowerment Program for out-of-school youth. Training for in-demand careers include programs in healthcare, technology, and manufacturing industry sectors. Strengthening the College's focus on workforce development, CAPE seeks to meet employer's needs, support business growth and retention, and assist students in gaining access to family-sustaining careers.

SUNY Orange faculty are dedicated and experienced educators, supporting students' academic and personal needs. To note, nearly 30 faculty have won SUNY Chancellor Awards for Excellence in Teaching since 2007. There are 127 full time teaching faculty and 236 part-time adjunct faculty between both campus locations. The student-to-faculty ratio remains constant at 18:1. A significant number of faculty are distinguished scholars as published authors, performing and exhibiting artists and even practitioners in health care, business and industry.

At SUNY Orange, academic credits can be earned through full or part-time study with day, evening, weekend and online opportunities. Course delivery is available in multiple formats, including in-person, fully remote distance learning (DL) and hybrid models that combine in-person with remote instruction. In response to the COVID-19 pandemic, the institution maintained instructional continuity by swiftly transitioning the majority of classes to a remote format. This provided the opportunity to innovate and expand remote teaching models across disciplines, with combinations of synchronous and asynchronous instruction. As SUNY Orange continues to navigate through the impacts of the pandemic, the College is committed to ensuring the safety of students, faculty and staff without compromising quality.

In recent years, SUNY Orange has experienced enrollment shortfalls attributable to the changing economic climate, a decline in County high school graduates, increased competition for students, and most recently, the impact of COVID-19. The College enrolled 5,862 students in Fall 2020; this was down 8% from Fall 2019 (6,372). The number of full time students enrolled has declined from 2,680 in Fall 2019 to 2,481 in Fall 2020; part time students enrolled have also seen a decline from Fall 2019 (3,692) to Fall 2020 (3,381). Given the downward trend in enrollment, SUNY Orange is actively working to support and retain its current students while developing effective strategies and programming to attract non-traditional populations. Attention to enrollment is addressed through the work of the SUNY Orange Experience (SOEX), the Enrollment Task Force as well as objectives within the College's 2020-2025 Strategic Plan.

SUNY Orange is committed to supporting the learners we enroll today and tomorrow by providing the needed services and programs for all students. The College ensures student success by engaging students from admission to graduation through effective advising, counseling, career guidance, extra- and co-curricular activities, and academic support services. Through these efforts, the College has had positive impacts on improving the rates of retention and rates of completion of our students. SUNY Orange's rates of retention have been consistently strong for its full time, first time students; on average, 60% of full time, first time students are retained from one fall to the next. Most notable, however, is the steady improvement of our students' graduation rates at 150%. The graduation rate of our first-time, full time Fall 2017 cohort is 25.8% in contrast to the Fall 2013 cohort's 19.6% graduation rate. SUNY Orange looks forward to celebrating the accomplishments of its graduating students at each commencement, consistently graduating over 800 students.

The student body of SUNY Orange reflects the changing racial, ethnic and socio-economic diversity of Orange County. Nearly 40% of students enrolled in Fall 2020 identify as either Black or Hispanic. The percentage of Hispanic students has risen steadily over the past five years to 26% of the total population. Further reflecting the County demographics, in Fall 2020, 37% of students identify as first generation; 290 are military affiliated and 26% are Pell recipients. In order to continue to prepare students for college success and continue to increase rates of persistence, retention and completion, particularly of low-income, first-generation students, the College actively seeks and is awarded grants to support these goals. SUNY Orange has actively sought and won a number of grants including the Title V

Developing Hispanic Serving Institutions Program as well as the EOP and TRIO grants, CCAMPIS, and the CSTEP grant.

### ***Accomplishments and Developments:***

- The College has committed to the ***Guided Pathways*** model, becoming a first cohort institution with SUNY System's Guided Pathways program. This long term endeavor, utilizing four guiding principles, has propelled the redesign and planned implementation of cross-departmental strategies supporting *developmental education, program mapping, advising and scheduling*. The College has prioritized these efforts and has collaboratively pursued these projects through the ***SUNY Orange Experience (SOEX)***, a shared discussion, held regularly throughout each semester and open to all college faculty and staff, designed to: 1) facilitate communication, 2) engage stakeholders across all divisions of the College, 3) identify barriers and threats to student success, and 4) support data-informed decision making.
- SUNY Orange recently developed and implemented a redesign of the support framework for students placing into developmental coursework. In January 2018, SUNY Orange joined the SUNY-wide Developmental English Learning Community which provided a forum and resources for institutions interested in implementing and scaling the co-requisite model of developmental English. In Fall 2019, the ***co-requisite model of developmental English*** was fully scaled, allowing approximately 800 students to enroll in a two-credit support module concurrently with Freshman English 1. Fall 2020 data indicates a slight increase over 2019, showing an additional 846 students enrolled in English 101 with support. Additionally, SUNY Orange built upon the co-requisite model and identified ***"gateway" courses*** across all academic programs. Students in co-requisite English were advised into these gateway courses enabling full-time schedules with courses that directly related to students' programs and career or transfer goals.
- The percentage of Hispanic students enrolled at SUNY Orange has grown steadily from 18% in Fall 2010 to 30% in Fall 2019, designating SUNY Orange as a ***Hispanic-serving institution***. As noted above, the College was recently awarded a ***Title V Developing Hispanic Serving Institutions Program Grant***. This grant builds on the College's Guided Pathways Initiative to close equity gaps and deliver significant increases in student achievement, persistence and retention to graduation and transfer. The grant, titled, ***PROSPERAR*** is a five-year action plan to redesign programs and services, improve student outcomes, and increase institutional vitality.
- SUNY Orange's Global Initiative is a college-wide interdisciplinary focus on a topic of global importance. While the Global Initiative is rooted in the College's International Studies Program, the project involves students, faculty, staff, and community members in a year-long focus including discussions, lectures, workshops and other special events. This past year's theme was ***"Confronting Racism in America."*** As described by President Young, "SUNY Orange has a long history of embracing diversity and inclusion, and promoting universal access to our academic curricula, student services and campus communities."
- The College is looking forward to engaging in a college-wide planning process to develop the next iteration of its ***Diversity and Inclusion Plan***, being led by our Chief Diversity Officer. To support the goals of the plan, the ***Committee for Institutional Diversity and Equity (CIDE)*** has been committed to collaborating across all areas of the College to develop and implement strategies and to infuse diversity and equity into all aspects of campus life, academic and non-

academic, and assists in coordinating educational programming that celebrates diversity and equity.

- Declining **enrollment trends** have challenged community colleges across the country even prior to COVID-19. SUNY Orange's enrollment as compared to its sister institutions has fared well even though there still exists a significant financial impact due to the loss of student enrollment. The College has established an **Enrollment Task Force**, consisting of individuals both internal and external to the College, to identify and address areas of opportunity and growth in enrollment. With fewer financial resources, the College has actively engaged in conversations with local and regional businesses to grow **workforce development** partnerships and opportunities. This effort is outlined in the current Strategic Plan.
- In response to COVID-19, and with guidance from SUNY System Administration, SUNY Orange transitioned the majority of course offerings to remote formats, beginning in March 2020. The Student Services division, providing students with their onboarding, advising, and registration experiences also transitioned its **services and supports to a remote format**. In addition, the Learning and Student Success Division of Academic Affairs has adapted to provide academic support, library access, and broader student success efforts remotely. Student access to the College's Wellness Center as well as co-curricular opportunities through The Center for Student Involvement have all shifted to remote access and participation. The College continues to identify, develop and evaluate needed resources to respond and support student success in this pandemic environment, and beyond.
- The College has a long tradition of a strong **Shared Governance** system. The faculty, staff, administration and Board of Trustees believe that the mission and goals of the College will be best achieved when there is a commitment to a cooperative effort to develop policies and programs. Through shared governance, the commitment to being student centered is realized through the work of the 15 governance committees. SUNY Orange was awarded the SUNY Shared Governance Award, a system-level honor and recognition of outstanding contributions to the advancement of shared governance, in 2014-2015.
- SUNY Orange held its 9th annual **SUNY Orange Achievements in Research and Scholarship (SOARS)** conference in Spring 2021. The goal of the SOARS Conference is to promote and highlight research accomplishments and scholarly achievements of SUNY Orange students under the mentorship of SUNY Orange faculty. The SOARS Conference provides an opportunity for all SUNY Orange students, including those in our Community College in the High School Program, to celebrate and share their achievements in research and scholarship, and some continue on to present their research at the prestigious Beacon Conference. Additionally, SUNY Orange is an active member of the **Beacon Conference consortium** which was established to recognize, celebrate, and showcase the academic achievements of outstanding students at community colleges in the mid-Atlantic region. SUNY Orange is also proud of its nationally lauded **Honors Program**. The program highlights the cross-disciplinary nature of learning, belief in academic inquiry, commitment to cultural awareness, community service and leadership. Students who complete the Honors program do so having completed capstone projects under the guidance of a mentor.
- SUNY Orange improves lives through academic excellence, innovation and partnerships. The College serves the community as an anchor institution, cultivating a wide variety of **partnerships**

**and collaborations** to support students as well as the community at large. The College is a community hub offering enrichment opportunities such as cultural affairs events and professional conferences as well as the use of campus facilities, most recently, hosting one of the state’s mass vaccination sites. Additionally, the College sees its role in fostering partnerships with our County high schools as a pipeline to affordable and accessible higher education through the **Community College in the High School Program**. Annually, thousands of high school juniors and seniors earn college credit through the CCHSP to support reduced time to graduation.

## ***Vision, Mission, Values and Goals***

SUNY Orange is committed to providing accessible and high-quality higher education opportunities to students from Orange County and the Hudson Valley. The College has earned and maintains its reputation as a leader in providing rigorous academic programming and valuable support services to support a successful student experience. The College's experienced and dedicated faculty and staff prepare students with the knowledge and skills to achieve their academic and career goals. Advising, counseling, and career guidance and exploration are available to all students as well as co-curricular and leadership opportunities that serve to complement the academic experience. This exemplifies the vision, mission and values of SUNY Orange:

***Vision:*** *Orange County Community College strives to be an exemplary community college, improving lives through academic excellence, innovation and partnerships driven by the institution's mission statement.*

***Mission:*** *We are a community of learners dedicated to providing high-quality and accessible educational and enrichment opportunities that foster life-long learning.*

***Values:*** *To fulfill the vision and the mission of the College, we are committed to Excellence, Integrity, Inclusivity, Inquiry, Creativity, Collaboration and Stewardship.*

In order to fulfill its mission, the College has established the following **goals**:

- To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.
- To engage learners in an environment that develops their knowledge and skills in critical thinking, information and technology literacy, effective communication and enhances their awareness of civic responsibility and cultural diversity.
- To establish public and private partnerships and provide programs and services that support and serve our County's educational, economic, civic and cultural needs.
- To promote student growth and development by providing comprehensive and innovative academic and support services.
- To offer opportunities to learn with a dedicated and diverse faculty and staff who value excellence in teaching, service to students, creative collaboration and continuous improvement.
- To build and maintain safe, accessible and sustainable facilities that support the learning environment.
- To identify, secure and allocate resources that advance the strategic priorities of the College.



## Institutional Priorities to be Addressed in Self-Study

SUNY Orange embarked on its most recent strategic planning process during the 2019-2020 academic year. Guided by a Steering Committee overseeing three strategic initiative working groups, these representative and experienced individuals led the College community in a transparent and inclusive planning process. The SUNY Orange Strategic Plan 2020-2025 was approved by the Board of Trustees in June 2020. The Strategic Plan provides a roadmap that will guide the College to its 75th anniversary in 2025.

The recent completion of the Strategic Plan allowed the College to adopt the three Strategic Initiatives as the institutional priorities for the Self-Study. The Co-Chairs proposed to the Core Team (*the faculty, staff, and administration attending the Self-Study Institute*) the utilization of the strategic initiatives as the institutional priorities. This direction was discussed and supported by the Core Team; and once established, the Steering Committee was in full agreement with this alignment of priorities. See Tables 1 and 2 for the crosswalk of the institutional priorities with the College’s Mission and the Standards of Accreditation.

<b>Table 1 - Alignment of Mission with Institutional Priorities</b>			
<b>Mission Statement Elements</b>	<b>Priority 1: Empower Student Success</b>	<b>Priority 2: Strengthen our Region’s Economic Future</b>	<b>Priority 3: Sustain and Invigorate Our Planned Future</b>
<i>Community of learners</i>	x	x	
<i>High quality and accessible</i>	x		x
<i>Educational &amp; enrichment opportunities</i>	x	x	
<i>Foster lifelong learning</i>	x	x	x

<b>Table 2 - Alignment of Institutional Priorities with Standards</b>			
<b>Standards for Accreditation</b>	<b>Priority 1: Empower Student Success</b>	<b>Priority 2: Strengthen our Region’s Economic Future</b>	<b>Priority 3: Sustain and Invigorate Our Planned Future</b>
<i>1. Mission and Goals</i>	x	x	x
<i>2. Ethics &amp; Integrity</i>	x	x	x
<i>3. Design and Delivery of the Student Learning Experience</i>	x	x	x
<i>4. Support of the Student Experience</i>	x		
<i>5. Educational Effectiveness Assessment</i>	x		

<b>6. Planning, Resources, and Institutional Improvement</b>	<b>x</b>	<b>x</b>	<b>x</b>
<b>7. Governance, Leadership, and Administration</b>		<b>x</b>	<b>x</b>

## Intended Outcomes of the Self-Study

The discussion and drafting of the Self-Study intended outcomes began with the Core Team after completing the Self-Study Institute during the Fall 2020 term. The Self-Study Co-Chairs developed prompts to initiate conversation and facilitate feedback from the Core Team on how the College could “improve” and “innovate” through the upcoming self-study process.

Once the Self-Study Steering Committee was in place, the same prompts were introduced and shared with the Steering Committee members. Their input was collected through the prompts as well as through facilitated discussion. The Co-Chairs then synthesized the feedback and developed draft outcomes. The draft outcomes were shared college-wide; feedback was requested on their level of importance to the self-study process as well as opportunities provided for input regarding additional outcomes to achieve. The following Intended Outcomes have been adopted:

*SUNY Orange will engage in an inclusive and transparent process of self-study in order to foster institutional improvement and innovation in the attainment of the College’s mission and institutional priorities. Through the Self-Study process SUNY Orange will:*

- Demonstrate how the College meets the MSCHE Standards of Accreditation as well as the Requirements of Affiliation and Verification of Compliance with relevant federal regulations.
- Connect and collaborate with all constituents in order to identify communication strategies that are engaging and effective.
- Evaluate the College’s policies, processes, and practices pre/post pandemic in order to enhance, improve, and innovate for our future.
- Equip the College with sustainable strategies for continuous improvement and innovation that best support our incoming, current, and prospective students.

## Self-Study Approach

SUNY Orange will utilize a ***standards-based approach*** to the Self-Study process. This approach, recommended by the Self-Study Co-Chairs upon completion of the Self-Study Institute, and endorsed by the College President, will allow for a comprehensive review of the seven Standards which are new to the College since the last self-study process. This decision was reinforced by the recent timing of the College's 2020-2025 Strategic Planning process and the alignment of its strategic initiatives with the institutional priorities and Standards of Accreditation.

The selection of a standards-based approach influenced the design of the organizational structures of the Self-Study process, the Steering Committee, and the working group membership. Alignment with the Standards enables the Steering Committee and working groups to efficiently and effectively map the Standards of Accreditation to the College's Mission and strategic initiatives as well as develop clear lines of inquiry.

## Organizational Structure of the Steering Committee and Working Groups

### ***Self-Study Steering Committee***

The President of the College designated the three Self-Study Co-Chairs to facilitate the College's self-study process. The Co-Chairs, along with the College President, the Vice Presidents and three faculty and staff members formed the *Core Team* to participate in the Fall 2020 Self-Study Institute as well as have early discussions about components of the Self-Study Design.

The formation of the Steering Committee began with the transition of the Core Team. The President, VP of Student Services and VP of Administration and Finance remain as administrative support and counsel to the self-study process. The VP of Academic Affairs serves as ex-officio to the Steering Committee; and the faculty and staff members of the Core Team became Steering Committee members. The Co-Chairs led the process of identifying the experience, diversity and perspective needed for each Standard. These areas of leadership and roles led to nominees of faculty, staff and administrators across the College to serve on the Steering Committee. All nominees received an invitation from the College President inviting them to join the self-study process by serving on the Self-Study Steering Committee.

To lead the self-study process, two Steering Committee members, also known as Working Group Co-Chairs will coordinate the work of the Working Groups. Attention was paid to having representation from each College Division, that being Academic Affairs, Student Services and Administration and Finance. There will be one student representing the self-study's student working group, serving as a liaison to the Steering Committee to ensure the student voice is threaded throughout the entire process. Additionally, the Steering Committee is supported by three ex-officio members including a Board Trustee, the Executive Director of the Foundation, and the College's Vice President of Academic Affairs. See Table 3 for the full membership of the Steering Committee.

**Table 3 - SUNY Orange’s Self-Study Steering Committee**

<b>Self-Study Co-Chairs</b>
Dr. Michele Iannuzzi Sucich, <i>Professor, Biology &amp; Academic Affairs Liaison to the Newburgh Campus</i>
Dr. Dena Whipple, <i>Associate Vice President for Learning &amp; Student Success</i>
Christine Work, <i>Institutional Planning, Assessment, and Research Officer (Accreditation Liaison Officer)</i>

<b>Representing the Following Groups</b>	<b>Ex-Officio Members</b>
<b>Vice President</b>	Dr. Erika Hackman, <i>Vice President of Academic Affairs</i>
<b>Board of Trustees</b>	Flo Hannes, <i>College Trustee</i>
<b>College Foundation</b>	Dawn Ansbro, <i>Executive Director, SUNY Orange Foundation</i>
<b>Student</b>	Brenda Revella, <i>Newburgh Board of Activities</i>

<b>Standards for Accreditation</b>	<b>Steering Committee Members/Working Group Co-Chairs</b>
<b>1. Mission and Goals</b>	<b>Dr. Christine Leroux</b> , <i>Associate Professor, Mathematics</i> <b>Likkia Moody</b> , <i>Director of Newburgh Campus</i>
<b>2. Ethics and Integrity</b>	<b>Sam Dillon</b> , <i>Associate Professor, Biology</i> <b>Maynard Schmidt</b> , <i>Director of Admissions</i>
<b>3. Design and Delivery of the Student Learning Experience</b>	<b>Dr. Katherine Sinsabaugh</b> , <i>Department Chair, Education</i> <b>Liz Carris-Swan</b> , <i>Assistant Professor, Mathematics</i>
<b>4. Support of the Student Experience</b>	<b>John Rion</b> , <i>Assistant Professor, Mathematics</i> <b>Anthony Scalia</b> , <i>Academic Advisor, Retention Specialist</i>
<b>5. Educational Effectiveness Assessment</b>	<b>Terree Angerame</b> , <i>Assistant Department Chair, Business</i> <b>Sheila Stepp</b> , <i>Department Chair, Movement Science</i>
<b>6. Planning, Resources, and Institutional Improvement</b>	<b>Angela Elia</b> , <i>IT Support Manager</i> <b>Dr. Josh Lavorgna</b> , <i>Department Chair, Mathematics</i>
<b>7. Governance, Leadership, and Administration</b>	<b>Donna Frazier</b> , <i>Department Chair, Occupational Therapy Assistant</i> <b>Michelle Tubbs</b> , <i>Professor, Mathematics</i>

### ***Steering Committee Charge***

The Steering Committee will lead an inclusive, transparent, and thorough self-study process by which the college community will be informed and engaged. Through its leadership, the Steering Committee will guide the working groups through a process of institutional inquiry demonstrating the College's compliance with Standards of Accreditation and Requirements of Affiliation. Additionally, through an evidence-based self-study process, the Steering Committee will leverage the Self-Study to advance the College's Mission, Goals and Priorities with focus on continuous improvement and innovation. In specific, the Steering Committee is responsible for:

- Serving in an overall advisory capacity to the Self-Study Co-Chairs to ensure an inclusive, transparent and welcoming self-study process
- Defining and differentiating the Standards of Accreditation and Requirements of Affiliation
- Determining lines of inquiry for each of the Standards of Accreditation
- Coordinating and leading activities of the working groups:
  - Gathering and recording of evidence through document review, data analysis, and interviews/focus groups
  - Leading working groups in evaluating and analyzing evidence relevant to the lines of inquiry and in context of the College's mission and institutional priorities
  - Collecting and considering recommendations for improvement and innovation based on the working groups' data collection and evidence analysis
- Drafting sections of the self-study to ensure the Standards of Accreditation, Requirements of Affiliation, and areas of compliance are met.
- Overseeing the completion of the final Self-Study report and any other documents relevant to the Self-Study process and team visit.
- Ensuring college-wide awareness, advocacy and engagement about the working groups' role and progress of the Self-Study process.

## ***Self-Study Working Groups***

After the Self-Study Steering Committee was established, the Co-Chairs focused efforts on identifying the composition of the working groups. For each Standard, the Co-Chairs again reviewed the roles and responsibilities needed, and the expertise and diversity necessary to support an inclusive and transparent Self-Study process. At the conclusion of Fall 2020 and the beginning of Spring 2021, the Co-Chairs sought out volunteers for working group membership by asking faculty and staff to consider joining the accreditation team. The faculty, staff, and administrators expressing interest in serving were included as working group members. Additional nominees were identified by the Co-Chairs with support and guidance from our ex-officio Vice President of Academic Affairs. The Co-Chairs sent invitations to the working group nominees. The composition was finalized at the beginning of March 2021.

To welcome and orient the working group members to MSCHE, the self-study process, as well as SUNY Orange's approach and timeline, two (2) virtual learning sessions were scheduled in March 2021. These sessions also provided an opportunity for the working group members to be introduced to their Working Group Co-Chairs, the lines of inquiry, and the components of the Self-Study Design.

## ***Working Group Charge***

Working groups are expected to demonstrate through evidence that the College meets or exceeds the Standards of Accreditation, as well as collaborate with the Vice President of Administration and Finance (VPAF) by sharing data and research relevant to the Requirements of Affiliation. Each working group will approach their research with the understanding that this institutional inquiry is an opportunity to identify ways in which the College can both improve and innovate. The work of the groups will also rely on collaboration across Standards; this will be facilitated by the Steering Committee and Self-Study Co-Chairs.

Working groups will be charged with the following activities and responsibilities:

- Frame all research, documentation and reporting in the context of the College's Mission, Goals, and Strategic Priorities.
- Through a comprehensive, inclusive, and transparent review process:
  - Identify and gather evidence for each line of inquiry, which may include documents, data, processes, and procedures, as well as interview stakeholders and facilitate focus groups
  - Review evidence to determine compliance with each Standard's criteria
  - Identify institutional gaps, areas for improvement and opportunities for innovation
- Collaborate with all working groups, including the student working group, to share evidence, evaluations, and recommendations
- Continually and consistently communicate with Steering Committee on progress:
  - Contribute to populating the evidence inventory
  - Connect evidence to the Standards, Requirements of Affiliation, and institutional priorities
  - Prepare and submit draft reports in accordance with the self-study timeline

The tables below outline for each Standard the working group composition, including the working group co-chairs, the titles of each member, the lines of inquiry, as well as the institutional priorities and requirements of affiliation to be addressed. Each of the working group members across all Standards serve and support the College in many capacities. Members represent faculty and staff from all Academic Affairs Divisions, Student Services, Shared Governance committees, the Strategic Planning Steering Committee, SUNY Orange Experience (SOEX) participants, as well as have working and teaching experience at both the Middletown and Newburgh campus.

The Steering Committee is fully prepared to lead their working groups through their research, analysis and reporting. All Steering Committee members have participated in a “*Working with Your Working Group*” session held in March 2021. During this session the Self-Study Co-Chairs outlined the deliverables, the templates, as well as tools and resources to support the working groups. Additionally, each Self-Study Co-Chair serves as a liaison to each Standard for continued support as well as the ability to centralize information needs and facilitate collaboration across Standards.

<b>Working Group 1: Mission and Goals</b>	
<b>Co-Chairs</b>	Dr. Christine Leroux, <i>Associate Professor, Mathematics</i> Likkia Moody, <i>Director of Newburgh Campus</i>
<b>Members</b>	Mary Ford, <i>Director, Educational Partnerships</i> Dr. Mike Gawronski, <i>Associate Vice President, Health Professions</i> Dr. Edward Leonard, <i>Academic Coordinator, Clinical Education</i> Talia Llosa, <i>Director, Academic Advising</i> Stacy Salvagin, <i>Director of Student Accounts</i> Michael Strmiska, <i>Associate Professor, Global Studies</i> Dr. Willie Williams, <i>Chief Diversity Officer</i>
<b>Lines of Inquiry</b>	Describe how the College’s mission, values and goals are collaboratively developed, approved, and published by institutional stakeholders as well as regularly evaluated to ensure relevance and achievability.  In what ways does the College consider both the internal and external contexts and constituencies in the development and communication of its mission and goals?  How are the College’s mission and goals used to guide institutional stakeholders in their decision-making processes, including those processes used for planning, allocating resources, developing programs and curriculum?  Demonstrate that the College goals are relevant to higher education in that they are consistent with the mission of the College, promote scholarly inquiry, focus on student learning, and attend to institutional improvement and are supported by all areas of the College.
<b>Institutional Priorities</b>	1, 2, and 3
<b>ROA</b>	7 - Approved mission and goals 10 - Institutional planning



<b>Working Group 2: Ethics and Integrity</b>	
<b>Co-Chairs</b>	Samuel Dillon, <i>Associate Professor, Biology</i> Maynard Schmidt, <i>Director, Admissions</i>
<b>Members</b>	Suzanne Baumann, <i>Testing Center Manager</i> Yetka Carlisle, <i>Assistant Registrar</i> Joseph O’Dea, <i>Director, Safety &amp; Security</i> Pamela Hylton, <i>Instructor, Nursing</i> Iris Martinez-Davis, <i>Associate Vice President of Human Resources</i> Susan Rosalsky, <i>Assistant Department Chair, English</i> Christopher Thurtle, <i>Assistant Director, Communications</i> Tim Zeszutek, <i>Associate Professor, Criminal Justice</i>
<b>Lines of Inquiry</b>	<p>How does the College demonstrate a respect for academic freedom and intellectual property rights while simultaneously ensuring every student receives equitable learning opportunities?</p> <p>How does the College ensure faculty continue to develop skills and retain academic freedom in the workplace?</p> <p>What evidence exists that indicates the College is increasing its diversity in all areas and fostering a climate of respect among current and prospective employees in all divisions of the College?</p> <p>How are the policies and procedures related to grievances analyzed to determine whether they are fair, impartial, and equitable?</p> <p>What evidence exists that the College follows policies designed to provide equitable hiring and retention practices? How does the College assess the effectiveness of hiring processes?</p> <p>What evidence exists (or how does the College ensure) that our marketing and advertising strategies align with the College’s mission in supporting the needs of the community and region?</p> <p>What programs or resources for current and prospective students and staff does the College use to facilitate the understanding of financial literacy and how is the effectiveness of those programs assessed?</p> <p>How does the College assess and communicate compliance with applicable regulations and the status of accreditation to the college community?</p> <p>What procedures does the College employ to review the effectiveness of its institutional policies and the allocation of resources with which to implement said policies and how they impact the college community?</p>
<b>Institutional Priorities</b>	1, 2, and 3

<b>Working Group 3: Design and Delivery of the Student Learning Experience</b>	
<b>Co-Chairs</b>	Liz Carris-Swan, <i>Assistant Professor, Mathematics</i> Dr. Katherine Sinsabaugh, <i>Department Chair, Education</i>
<b>Members</b>	Kaitlin Curry, <i>Assistant Professor, Mathematics</i> Jamie Gutierrez, <i>Adjunct Instructor and Academic Advisor</i> David Kohn, <i>Director of CAPE</i> Maureen Larsen, <i>Academic Technology Manager</i> Raheem Maxwell, <i>Instructor, Behavioral Science</i> Stacey Moegenburg, <i>Associate Vice President for Liberal Arts</i> Dr. Michael Quinn, <i>Instructor, Global Studies</i> Dana Salkowsky, <i>Director of Center for Teaching and Learning</i> Lara Sibley, <i>Assistant Professor, User Services Librarian</i> Dagmar Strenk, <i>Associate Professor, Nursing</i>
<b>Lines of Inquiry</b>	<p>How does the College ensure that existing and newly proposed programs are assessed, offer a substantive learning experience and meet established PLOs while maintaining sufficient flexibility in programming to meet the diverse needs of the student body?</p> <p>What policies and procedures exist at the College to ensure that:</p> <ul style="list-style-type: none"> <li>● <i>Courses are taught by a diverse group of qualified faculty?</i></li> <li>● <i>Allocation of faculty is appropriate to the educational needs of the student body?</i></li> <li>● <i>Resources and opportunities are available to faculty to engage in ongoing professional development?</i></li> </ul> <p>How does the College ensure that programs of study and curricular requirements are clearly and accurately communicated to students?</p> <p>What opportunities and resources are available to support both academic programs, as well as the student body, and how are the adequacies of these opportunities and resources assessed?</p> <p>How does the institution integrate general education into all program offerings and assess the efficacy of the general education components in promoting critical thinking, information literacy, communication, and technology competency?</p> <p>How does the institution assess the adequacy and appropriateness of student learning experiences delivered by third-party providers?</p>
<b>Institutional Priorities</b>	1, 2, 3
<b>ROA</b>	8 - Systematic evaluation of all programs 9 - Student learning programs and opportunities 10 - Institutional planning 15 - Qualified core faculty

<b>Working Group 4: Support of the Student Experience</b>	
<b>Co-Chairs</b>	John Rion, <i>Assistant Professor, Mathematics</i> Anthony Scalia, <i>Academic Advisor/Retention Specialist/Professor</i>
<b>Members</b>	Jennifer Clayton, <i>Disabilities Specialist, Accessibility Services</i> Erica Deslandes, <i>Assistant Professor, Nursing</i> Brooke Ellsworth, <i>Director, Center for Student Success</i> Donald Green, <i>Assistant Director, Career and Internship Services</i> Steve Harpst, <i>Director, Center for Student Involvement</i> Andrew Heiz, <i>Director, Library</i> Alexandra Kay, <i>Department Chair, English</i> Marie Letteri, <i>Associate Director, Admissions</i> Jessica Scheibling-Kelly, <i>Associate Registrar</i> Michael Visbeck, <i>Assistant Director, Financial Aid</i>
<b>Lines of Inquiry</b>	<p>Analyze how SUNY Orange's policies, procedures and programs build student success through admission, retention, graduation and transfer.</p> <p>Analyze the College's methods and procedures for determining student readiness prior to admission and during their enrollment.</p> <p>How has the college developed processes connected to informed decision-making (career, transfer, program selection, financial literacy) upon initial contact with prospective students, currently enrolled students, readmitted students, and transfer students?</p> <p>To what extent does the college assess retention, improvement, and evaluation of the efficacy of student success resources for current and future students?</p> <p>Examine the college's policies and procedures in ensuring the safety, security and accuracy of student information and records.</p> <p>How does the college provide evidence and evaluations that ensure the regulation and future development of extracurricular activities are consistent with all other programs offered at the college?</p>
<b>Institutional Priorities</b>	1
<b>ROA</b>	8 - Systematic evaluation of all programs 10 - Institutional planning

<b>Working Group 5: Educational Effectiveness Assessment</b>	
<b>Co-Chairs</b>	Terree Angerame, <i>Assistant Department Chair, Business</i> Sheila Stepp, <i>Department Chair, Movement Science</i>
<b>Members</b>	Donna Avery, <i>Assistant Department Chair, Mathematics</i> Nancy Boylan, <i>Associate Director of Advising, Adjunct Professor</i> Niccole Card, <i>Associate Professor, Dental Hygiene</i> Lou DeFeo, <i>Workforce Development Education Coordinator, CAPE</i> Hanna Sawka Hamaguchi, <i>Instructor, Arts and Communication</i> Vincent Marasco, <i>Assistant Professor, Behavioral Sciences</i> Michael McCoy, <i>Professor, Global Studies</i> Dr. Jennifer Merriam, <i>Professor, Biology, Director CSTEP</i> Maureen Brett Mohyla, <i>Assistant Professor, Nursing</i> Nancy Murillo, <i>Assistant Professor, Instruction/Archives Librarian</i>
<b>Lines of Inquiry</b>	<p>Provide evidence the College demonstrates clearly stated educational goals at the institutional and degree/program, level, which are interrelated with one another, relevant to students' educational experiences and to institutional mission.</p> <p>How effectively does SUNY Orange support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders?</p> <p>Provide evidence that the College maintains an organized and systematic faculty- and appropriate professional-led student learning outcomes assessment process that collects, evaluates, and uses information to determine the extent to which students are achieving stated learning outcomes.</p> <p>Examine how assessment findings are used in decision-making, budgeting, and resource allocation.</p> <p>Demonstrate how SUNY Orange utilizes assessment results to support educational effectiveness and the student learning experience.</p> <p>How does SUNY Orange demonstrate periodic assessment of the process utilized for the improvement of educational effectiveness?</p>
<b>Institutional Priorities</b>	1
<b>ROA</b>	8 Systematic evaluation of all programs 9 Student learning programs and opportunities 10 Institutional planning

<b>Working Group 6: Planning, Resources and Institutional Improvement</b>	
<b>Co-Chairs</b>	Angela Elia, <i>IT Support Manager</i> Dr. Josh Lavorgna, <i>Department Chair, Mathematics</i>
<b>Members</b>	Keara Cronin, <i>Assistant to the VP of Administration and Finance</i> Talbot Frawley, <i>Instructor English</i> Brian Johnson, <i>Horticultural Assistant</i> Nicole Rodstrom, <i>Instructor, Biology</i> Raymond Torres, <i>Associate Director, Financial Aid</i> Agnes Wagner, <i>Comptroller</i> Don Urmston, <i>Associate Professor, Business</i>
<b>Lines of Inquiry</b>	<p>Detail the College’s planning processes and activities that lead the College to identify objectives that are: clearly and openly communicated, evaluated periodically, linked to mission and goals, reflected in assessment findings, and allocate appropriate resources.</p> <p>Describe the extent to which the College engages in inclusive and transparent planning and improvement processes that are clearly articulated and guided by the College’s Mission and Strategic Priorities.</p> <p>To what extent does the College have an evidence-based financial planning and budgeting process that is assessment driven and results in transparent and effective allocation of fiscal, human, physical, and technical resources that align with Mission and Strategic Priorities?</p> <p>What decision-making processes are in place that designates and assigns clear lines of responsibility and accountability?</p> <p>Does the College have a comprehensive, connected and inclusive planning process for facilities, infrastructure, and technology that includes consideration for sustainability and longevity?</p> <p>Do the college’s annual independent audit findings provide evidence of the financial viability of the institution; and if not, in what ways does the College ensure financial sustainability?</p> <p>What mechanisms are used by the College to evaluate the effectiveness and efficiency of resources to support the Mission and Goals of SUNY Orange?</p> <p>What method(s) does the College use to continually evaluate its planning and budgeting cycle to ensure institutional effectiveness and institutional renewal?</p>
<b>Institutional Priorities</b>	1, 2, 3
<b>ROA</b>	8 Systematic evaluation of all programs 10 Institutional planning 11 Financial resources

<b>Working Group 7: Governance, Leadership and Administration</b>	
<b>Co-Chairs</b>	Donna Frazier, <i>Department Chair, Occupational Therapy Assistant</i> Michele Tubbs, <i>Professor Mathematics</i>
<b>Members</b>	Eric Grove, <i>IT Support and AV Specialist</i> Dr. Greg Geddes, <i>Assistant Professor, Global Studies</i> Carlos Lassalle, <i>Typist, Learning Assistance Services</i> Madeline Torres-Diaz, <i>Associate Vice President, Student Engagement &amp; Completion</i> Bruce Roman, <i>Department Chair, Computer Science and Technology</i> <i>Faculty member, pending</i>
<b>Lines of Inquiry</b>	<p>Does the College have a clearly articulated and transparent governance structure that provides for shared decision making inclusive of all of its constituents?</p> <p>How does the College’s Board of Trustees ensure the institution fulfills its mission and goals with integrity, maintains financial stability, academic quality and invigorates institutional planning for the future?</p> <p>In what ways does the College’s Board of Trustees assure sound College operations with awareness and impartiality without conflict of interest and without interposing in the administrative duties of the institution?</p> <p>How is the organizational structure of the College determined, assessed and modified for efficiency and effectiveness? Additionally, how is the process and findings documented and communicated?</p> <p>Examine the institution’s practices for hiring and evaluating the College President and the College’s administrative staff to assure that each has the appropriate expertise, fulfills his/her responsibilities, and effectively leads the institution.</p> <p>Examine the College’s approach to assess the effectiveness of its shared governance, Board of Trustees, President and administration in fulfilling the Mission and Goals of the institution.</p>
<b>Institutional Priorities</b>	2, 3
<b>ROA</b>	12 Governance structure 13 Governing Boards and conflicts of interest

**Student Working Group:**

The Student Working Group will provide insight into the student experience and provide feedback regarding the evidence-based findings throughout the self-study process. Guidance will be provided by the designated Self-Study Co-Chair in collaboration with the Coordinator of the Center for Student Involvement. One student will serve on the Self-Study Steering Committee. An orientation is planned in Spring 2021 to introduce students to the MSCHE Self-Study process as well as to discuss the goals, timeline, and processes for this working group.

**Student Working Group Charge:**

- The student working group will review and provide feedback on evidence-based documentation produced by the seven working groups of faculty and staff that highlight the College’s strengths, areas for improvement, and opportunities for innovation moving forward.
- Members of the student working group will assist the self-study co-chairs in facilitating focus groups that provide the student perspective on the topics included in the Standards of Accreditation.
- Guided by requests for student input from the working groups that are addressing each of the seven standards, the student working group will outreach to the entire student body to facilitate the collection of feedback related to the student experience.

**Student Working Group Membership:**

Volunteers were recruited from representative student groups across campus, as well as from the student body, at large. It is anticipated that membership in this working group will evolve as some students graduate, transfer, or leave the College.

Group Represented	Name
Student Senate	Esther Stephen
Middletown Board of Activities	Ryan Demarse
Newburgh Board of Activities	Brenda Revella
Phi Theta Kappa	Elisheva Slomiuc
Honors Program	Liam Fomin
Athletics	Nelson Suarez (Baseball)
EOP/TRIO	Rancelli Burdier
Student Clubs	John Morin (SAGA)
General Student Body	Christine Staley
Veteran	Kareem Martinez
Alumni Representatives	Marie Lopez (Newburgh) Pending (Middletown)

## Guidelines for Reporting

The College's Self-Study process is outlined by a comprehensive and detailed timeline which includes the deliverables of the working groups (Appendix A). For each phase of the Self Study, working groups understand the work to be completed and submitted to the Co-Chairs. Within this comprehensive timeline, working groups are given autonomy to delegate and meet deadlines for their work. The working groups, however, are expected to meet regularly, document meetings and action steps and provide regular updates to their Co-Chair liaison.

The first phase of the Self-Study process has focused on establishing the organizational structure of the accreditation team, understanding the Self-Study process and expectations as well as the development of the Self-Study Design and hosting of the Preparation Visit. During this time, the Steering Committee has been actively engaged in meetings as a whole as well as one on one meetings with the Co-Chair liaisons to develop the lines of inquiry which will guide the work of the working groups.

By the end of Spring 2021, the working groups will begin to approach their lines of inquiry research phase. Each working group will complete a first draft of the **Evidence and Analysis Table** (See Table 4). The Co-Chairs will review the Evidence and Analysis Tables and attend to gaps in information and coordinate efforts to acquire the needed evidence.

In Fall 2021, the working groups will be expected to finalize their work collecting and reviewing evidence and submit a final Evidence and Analysis Table. Emphasis will be for the working groups to document any potential gaps in compliance to their Standard. To support this deliverable, working groups will be able to submit *Requests for Information* forms to the Co-Chairs to assist in gathering information and data, both quantitative and qualitative, to support their Standard.

The focus of Spring 2022 is for the working groups to analyze the evidence and address noted gaps by identifying areas of improvement as well as recognizing opportunities for innovation. Working groups will submit their **Standard Summary Reports** to the Co-Chairs following the provided template (See Table 5).

The recommendations for improvement and innovation from the working groups will be discussed, reviewed, and streamlined by the Steering Committee as a whole. These recommendations will then be presented to college leadership for review. The college community will be brought into the review process for feedback and input with respect to the recommendations.

The finalization of the Self-Study report will be the responsibility of the Co-Chairs with assistance from the Steering Committee. The Steering Committee and Co-Chairs will compile the reports from the working groups into a first draft. A final draft will be completed in Fall 2022 which will be distributed comprehensively college-wide for review, input and feedback.



**Table 4 - Evidence and Analysis Table**

<b>Standard:</b>					
<b>Line(s) of Inquiry</b>					
<b>Relevant Criteria</b>	<b>Evidence: documents, data, policies, practices, processes, minutes, reports, etc.</b>	<b>Findings and Analysis</b>	<b>Gaps</b>	<b>Improvements</b>	<b>Innovations</b>

**Table 5 - Standard Summary Report**

<b>Contents of Report</b>	<b>Description</b>
<i>Date of Report</i>	
<i>Standard</i>	
<i>Line of Inquiry Addressed</i>	
<i>Relevant Criteria from Standards of Accreditation</i>	
<i>Brief Description of Current Situation</i>	Describe the issues and trends related to the line of inquiry.
<i>Evidence</i>	Indicate what evidence was utilized during research
<i>Analysis</i>	Based on the evidence reviewed and analyzed describe the strengths and challenges as well as any existing gaps
<i>Findings and Conclusions</i>	
<i>Relationship with Other Standards</i>	
<i>Recommendations for Improvement and Innovation</i>	Based on a thorough analysis of evidence, outline the recommendations

## ***Editorial Style and Format of Reports***

All Self-Study documents will be completed using the following style and formatting guidelines:

<b>Word Processing Program</b>	Microsoft Word
<b>Length</b>	Final report is to be no longer than 100 single spaced pages
<b>Font</b>	Adobe Garamond Pro for body text and all headers, Calibri for table text
<b>Size</b>	11 point; 10 point - text in Tables; 14 point main chapter headings; 12 point section headings and 11 point for subheadings in sections
<b>Line spacing</b>	Single space in body of text; double space between paragraphs; triple space between sections; two spaces after sentences
<b>Quotes</b>	Lengthy quotes (greater than 4 lines) will be block indented Shorter quotes require quotation marks and remain in body of text
<b>Margins</b>	1 inch on inside border to accommodate binding of document, .75-inch margin on remaining three borders
<b>Alignment</b>	Unjustified
<b>Indentation</b>	No indentation for paragraphs
<b>Major headings</b>	Bold face
<b>Minor headings</b>	Boldface and italicize (no underlining). Bold but NO italics in section heads, which would be 12 pt, but use italics without bold at 11 pt. in subheads within section
<b>Page numbering</b>	Bottom right for right-hand pages, bottom left for left-hand pages
<b>Graphs, Charts &amp; Tables</b>	Used to simplify the report
<b>Abbreviations</b>	Use full word first time word is used followed by abbreviation in parenthesis; abbreviation may then be used in following sentences
<b>Alphabetical order</b>	Use alphabetical order when listing individuals' names
<b>Capitalization</b>	Capitalize proper division names, e.g. Liberal Arts; Disciplines are normally lower case e.g. biology, nursing except for English and foreign languages; College will be capitalized when referring to SUNY Orange; language specific to MSCHE that will be capitalized includes Standards, Steering Committee, Co-Chairs
<b>General</b>	Use concise, jargon-free language; prefer active to passive voice

## Organization of the Final Self-Study Report

The Self-Study final report will be well-organized, succinct, and evidence-based. The overview of the College will introduce the Team Evaluators to the institution by sharing a brief history and highlighting recent activities, challenges and accomplishments. Additionally, it will provide data and demographics about the College including a snapshot of the finances, enrollment as well as other selected effectiveness measures.

Each Standard will be addressed in its own Chapter. For each Standard, the Self-Study report will include an **introduction**, description of the **evidence** evaluated and a summary of the **analysis**. Finally, there will be a **conclusion** which will include the **recommendations** for improvement and innovation.

<b>Pre-Chapter Contents</b>	Certification of Eligibility Statement
	Table of Contents <i>List of Tables and Charts</i> <i>List of Hyperlinks</i> <i>List of Appendices</i>
	Executive Summary
	Acknowledgements: <i>Steering Committee &amp; Working Groups</i>
<b>Chapter 1</b>	Overview of Orange County Community College
<b>Chapter 2</b>	Documentation of the Self-Study Process
<b>Chapter 3</b>	Verification of Compliance (Requirements of Affiliation)
For each Standard, the Chapter will include: <b>Introduction, Evidence &amp; Analysis and Conclusion</b>	
<b>Chapter 4</b>	Standard 1 - Mission and Goals
<b>Chapter 5</b>	Standard 2 - Ethics and Integrity
<b>Chapter 6</b>	Standard 3 - Design and Delivery of the Student Learning Experience
<b>Chapter 7</b>	Standard 4 - Support of the Student Experience
<b>Chapter 8</b>	Standard 5 - Educational Effectiveness Assessment
<b>Chapter 9</b>	Standard 6 - Planning, Resources, and Institutional Improvement
<b>Chapter 10</b>	Standard 7 - Governance, Leadership, and Administration
<b>Chapter 11</b>	Conclusion and Recommendations for Improvement and Innovation
<b>Appendices</b>	

## Verification of Compliance Strategy

The Verification of Compliance process will be overseen by the Vice President of Administration and Finance (VPAF) and facilitated by the Co-Chairs of the Self-Study. The Self-Study Co-Chairs will establish a construct within which the VPAF can organize evidence and report findings. In addition, the Co-Chairs will facilitate communication and document sharing between the VPAF and the working groups, acknowledging overlap between evidence to be gathered by both parties. Table 6 identifies the sources of evidence that demonstrate compliance with the Requirements of Affiliation. Compliance with the Requirements of Affiliation will be presented in the Self-Study Report as a stand-alone section of that document.

**Table 6 - Sources of Evidence Demonstrating Compliance with Requirements of Affiliation**

Requirement of Affiliation	Standard						
	1	2	3	4	5	6	7
1 Authorized/licensed to operate*							
2 Institutional is operational [students enrolled in degree programs]*							
3 Graduation of one class prior to accreditation*							
4 Communication with MSCHE in English*							
5 Compliance with government policies, regulations, requirements*							
6 Compliance with MSCHE policies*							
7 Approved mission and goals	x						
8 Systematic evaluation of all programs			x	x	x	x	
9 Student learning programs and opportunities			x		x		
10 Institutional planning	x		x	x	x	x	
11 Financial resources						x	
12 Governance structure							x
13 Governing Boards and conflicts of interest							x
14 Information provided by Governing Board*							
15 Qualified core faculty			x				

***\*Administrative resources will be evaluated in demonstrating compliance with this Requirement of Affiliation***

## Self-Study Timeline

A timeline to the Self-Study process was started at the conclusion of the Core Team's participation in the Self-Study Institute during Fall 2020. The timeline is ever expanding as each step in the Self-Study process warrants more detail and dates as times become official. Throughout all communications of the Self-Study, the College's administration, faculty, staff, and students are kept informed about upcoming activities, deadlines and opportunities in which they can engage. Please see Appendix A for a full timeline of the College's Self-Study process.

The Co-Chairs have organized the Self-Study process and accommodated its timeline in order to host a ***Team Visit in the Spring of 2023***.

## Communication Plan

It is critical that the SUNY Orange college community understand the Self-Study process as well as have opportunities to participate and engage in the review and analysis of the institution. To ensure that all stakeholders are informed and have opportunities for engagement, a variety of communication methods will be coordinated by the Co-Chairs and Steering Committee.

The initial phase of communication will focus on providing the college community with an overview of MSCHE, the Self-Study process, as well as the College's approach to the Self-Study. It is important that faculty, staff, and administration are familiar with the Standards of Accreditation and the Requirements of Affiliation. During the next phase of the self-study, the college community will be engaged in contributing to the information collection process. Faculty, staff, administration and students may be asked for relevant documents and data as well as be invited to participate in interviews. In the final phase of the Self-Study process, the Steering Committee and Co-Chairs will focus on preparing the College for the Team Visit.

The Co-Chairs will regularly update the College Assembly of events and activities of the Self-Study process. The gathering of faculty, staff and administrators during the monthly Assembly meeting is a traditional and effective method of updating the college community. Information shared during these meetings is subsequently sent, via email, by the Shared Governance president to the members, as well as posted on the College's employee portal.

Co-Chairs will also regularly present and engage with committees and groups on campus such as the President's Cabinet, Academic Affairs and Student Services Leadership Teams, Shared Governance as well as regular updates to the College Assembly. The College's external facing web page and internal employee portal will be utilized for announcements and timelines, as well as a repository for self-study information and presentations. Announcements, updates, and requests for participation will also be made through the *Grapevine*, which is the College's electronic newsletter shared with both employees and students. Table 7 provides a summary of the communication methods and purpose throughout the phases of the Self-Study process.

It is significant to note that the planning phase of the self-study process has occurred during the pandemic and is transpiring remotely. Faculty, staff and students have become quite confident and skilled at using online tools for communication and collaboration, including Zoom and shared documents.

**Table 7 - Communication Plan for Self-Study**

PURPOSE	Stakeholder	Method	Timing	Role
Self-Study “Kick Off” - Introducing the College and the Board of Trustees to the MSCHE self-study process and SUNY Orange’s approach	President’s Cabinet Board of Trustees College Assembly	Presentation Employee portal	NOV 2020	President and Co-Chairs
First Meeting of the Steering Committee - <i>Welcome and Orientation</i>	Steering Committee	Welcome & Overview of Self-Study Presentation & Meeting	DEC 2020	Co-Chairs
Call for Volunteers	College Assembly	Assembly announcement and Grapevine announcing solicitation of volunteers Employee portal	DEC 2020 JAN 2021	Co-Chairs
Announcing Steering Committee Members	President’s Cabinet Board of Trustees College Assembly	Presentation Employee portal	JAN 2021	Co-Chairs
Develop Intended Outcomes Draft & Feedback on Importance and Gaps	President’s Cabinet College Assembly	Presentation Grapevine announcement of draft outcomes and form for feedback	JAN 2021	Co-Chairs Steering Committee
Self-Study Updates including Self-Study Preparation Visit	President’s Cabinet Board of Trustees College Assembly	Presentation Employee portal	FEB 2021	Co-Chairs
Self-Study Design DRAFT - College-wide feedback requested	President’s Cabinet College Assembly	Presentation Grapevine announcement and feedback form Employee portal Email listserv	MAR 2021	Co-Chairs
Working Group Member Composition - Introduction	President’s Cabinet Board of Trustees College Assembly	Presentation Employee portal	MAR 2021	Co-Chairs
Self-Study Preparation Visit - Feedback	President’s Cabinet Board of Trustees College Assembly	Presentation Employee portal	APR 2021	Co-Chairs
Updates on Self-Study process - Working Group Updates	President’s Cabinet College Assembly	Presentation Employee portal	MAY 2021 JUNE 2021	Co-Chairs Steering Committee

<i>Monthly updates on status, progress as well as opportunities to contribute</i>	President's Cabinet Board of Trustees College Assembly Students	Presentation Employee portal Meetings	SEPT 2021 OCT 2021 NOV 2021 JAN 2022 FEB 2022 MAR 2022 APR 2022	Co-Chairs
Prepare College for PRELIMINARY Visit	President's Cabinet Board of Trustees College Assembly Students	Presentation Employee portal Grapevine announcements Open forums Email listserv	FALL 2022	Co-Chairs Steering Committee
Collect Feedback on Self-Study Report Draft	President's Cabinet Board of Trustees College Assembly Students	Presentation Employee portal Grapevine announcements Open forums Email listserv	FALL 2022	Co-Chairs Steering Committee
Prepare for TEAM VISIT - Expectations and participation	President's Cabinet Board of Trustees College Assembly Students	Presentation Employee portal Grapevine announcements Open forums Email listserv	SPRING 2023	Co-Chairs Steering Committee

## Evaluation Team Profile

SUNY Orange seeks an Evaluation Team that understands the challenges of a medium-sized community college serving a diverse student population, particularly as the institution reacts to and addresses the impact of COVID-19. The list that follows outlines the types of individuals we believe will focus attention on the College's opportunities and areas for growth through the peer review process.

### ***Team Chair***

- Current CAO or President at a public 2 year community college
- Leadership experience at a similar Carnegie classification: 2 year, public, high-transfer, high-traditional, medium sized institution
- Leadership experience in a strong union environment
- Leadership experience in a strong shared governance environment

### ***Evaluation Team***

- Predominantly representative of 2 year public sector; prefer 1 member from a public 4 year due to our high-transfer mission
- Prefer members from within and outside of NY State
- Experience in strong union environment
- Experience in strong shared governance environment
- Prefer member experience with transformative student success work such as Guided Pathways
- Experience in an emerging Hispanic-serving and majority minority institution serving 1st generation students
- Prefer one member with multi-campus and/or branch campus experience
- Experience with distance learning and hybrid programs
- Experience with AAS programs in the allied health fields
- Representation from academic affairs, student services, and administration and finance divisions

***Peer Institutions:*** Prince George's Community College, Passaic County Community College, Mohawk Valley Community College and Middlesex County College (NJ)

### ***Aspirational Characteristics:***

- Student-centered focus across all functions and divisions of the institution
- Collaborative across all divisions
- Equity-minded and inclusive
- Committed to data-informed (more so than data-driven) decision making
- Fiscally sound and future/strategically focused

***Aspirational Institutions:*** Lorain County Community College, Monroe Community College, Montgomery County Community College (Blue Bell, PA) and Roane State Community College



## Evidence Inventory

A successful self-study process depends on the collection and review of a vast amount of evidence from across the institution. The Co-Chairs will maintain a central repository of the evidence collected and utilized. For each piece of evidence, the relevant Standards will be identified.

Each working group will be asked to identify a member responsible for managing their Standard's documentation of data, facts and artifacts. This working group member will communicate directly with the Co-Chair liaison in order to identify, collect, and document the evidence. Evidence collected by the working groups will be shared with the Co-Chairs to ensure all information is included in the repository and available and accessible for all working groups. Evidence will include, but is not limited to, institutional plans including *the Strategic Plan* and *Master Plans*, *College policies, procedures, practices, institutional data, assessment plans, planning tools, minutes, survey results, etc.*

The working groups will utilize a Google shared folder to manage the work as well as the evidence. Each working group has a shared folder, per Standard, which the Co-Chairs populate as well as the working group members. Working groups are instructed to utilize the Evidence and Analysis Table to manage their evidence identification work. Another folder for each Standard is available for evidence to be uploaded and shared.

Working groups have available to them an *Information Request Form*. This form is to be completed and submitted to the Co-Chair liaison when information is needed that cannot be accessed by the working group members. The request form identifies the Standard as well as the line of inquiry needing supporting information. Examples of these requests could include surveys, interviews, focus groups, as well as data.

## Appendix A - Self-Study Timeline

Semester	SUNY Orange Accreditation Activities
<b>September 2020</b>	<ul style="list-style-type: none"> <li>● President Young selected three Steering Committee Co-Chairs</li> <li>● Core Team begins MSCHE Self-Study Institute               <ul style="list-style-type: none"> <li>○ Administration: Dr. Young, VPAA, VPAF, and VPSS</li> <li>○ Self-Study CoChairs: Christine Work, Dena Whipple, Michele Iannuzzi Sucich</li> <li>○ Faculty and Staff: Maynard Schmidt, Christine LeRoux, and Anthony Scalia</li> </ul> </li> </ul>
<b>October 2020</b>	<ul style="list-style-type: none"> <li>● MSCHE Self-Study Institute continues</li> <li>● Review MSCHE publications/website about developing Self-Study Design &amp; Report               <ul style="list-style-type: none"> <li>○ See Self-Study Activities Booklet                   <ul style="list-style-type: none"> <li>■ Appendix A - Self-Study Design Template</li> </ul> </li> </ul> </li> <li>● Co-Chairs Draft Self-Study Timeline</li> </ul>
<b>November 2020</b>	<ul style="list-style-type: none"> <li>● November 1, 2020: Dr. Young sends a “From the Desk of...” email communication to the college community regarding the MSCHE Self-Study visit in 2022-2023 and announcing the Self-Study Co-Chairs.</li> <li>● November 10, 2020: MSCHE Self-Study Institute concludes</li> <li>● November 11, 2020: MSCHE Self-Study Introductory Presentation to Cabinet</li> <li>● November 16, 2020: MSCHE Self-Study Introductory Presentation to General Assembly</li> <li>● November 18, 2020: MSCHE Self-Study Introductory Presentation to Board of Trustees</li> <li>● Selection of Steering Committee Members begins:               <ul style="list-style-type: none"> <li>○ Co-chairs identify representative areas to be included; discuss potential Steering Committee members</li> <li>○ Co-chairs provide President/VPAA with recommendations for Steering Committee members</li> <li>○ President discusses nominees with Co-chairs and finalizes list of individuals to be invited to serve on Steering Committee</li> <li>○ November 24, 2020: President sends invitations to join Steering Committee</li> </ul> </li> </ul>
<b>December 2020</b>	<ul style="list-style-type: none"> <li>● December 7, 2020: Core Team Meeting               <ul style="list-style-type: none"> <li>○ Update on Progress to Date</li> <li>○ Review of Proposed Timeline</li> <li>○ Impressions from Self-Study Institute</li> <li>○ Feedback/Suggestions for:                   <ul style="list-style-type: none"> <li>■ “Institutional Overview” (Asynchronous feedback)</li> <li>■ “Intended Outcomes of Self-Study” (Synchronous feedback)</li> </ul> </li> </ul> </li> <li>● December 10, 2020: First Steering Committee meeting               <ul style="list-style-type: none"> <li>○ Welcome</li> <li>○ Review Charge</li> <li>○ Share Draft Timeline</li> <li>○ Outline Standard-based approach</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Recommend Reading on-line Self-Study Guide at <a href="https://www.msche.org/accreditation/self-study-guide/">https://www.msche.org/accreditation/self-study-guide/</a></li> <li>○ Input into Self-Study Intended outcomes</li> <li>● December 10, 2020: Letter from Dr. Young to MSCHE liaison Dr. Starkey <ul style="list-style-type: none"> <li>○ Schedule Zoom meeting between Self-Study Co-Chairs and Dr. Starkey</li> <li>○ Schedule MSCHE VP Liaison visit to institution for Spring 2021</li> </ul> </li> <li>● Co-Chairs work synchronously and asynchronously on Self-Study Intended Outcomes for Self-Study Design using Self-Study Design Template from Activities Booklet (Appendix A) <ul style="list-style-type: none"> <li>○ Solicit feedback on Self-Study Design from Core Team</li> <li>○ Solicit feedback from Steering Committee</li> </ul> </li> </ul>
<b>January 2021</b>	<ul style="list-style-type: none"> <li>● NOTE: Faculty return on January 20, 2021 for General Assembly</li> <li>● January 11, 2021: Co-Chairs meet to prepare college-wide updates</li> <li>● January 13, 2021: Co-Chairs provide update for Cabinet</li> <li>● January 20, 2021: Co-Chairs provide update at General Assembly</li> <li>● January 22, 2021: Second Steering Committee Meeting <ul style="list-style-type: none"> <li>○ Discuss Self-Study intended outcomes</li> <li>○ Discuss working group membership</li> </ul> </li> <li>● Self-Study Co-Chairs <ul style="list-style-type: none"> <li>○ Continue to solicit working group member nominations/volunteers</li> <li>○ Finalize Steering Committee Charge</li> <li>○ Solicit feedback from college community via Grapevine on Self-Study Intended outcomes</li> </ul> </li> </ul>
<b>February 2021</b>	<ul style="list-style-type: none"> <li>● February 10, 2021: Co-Chairs provide update to Cabinet</li> <li>● February 11 to February 15, 2021: Self-Study Co-Chairs meet with Working Group Co-Chairs <ul style="list-style-type: none"> <li>○ Discuss working group membership</li> <li>○ Launch “Lines of Inquiry” development exercise</li> </ul> </li> <li>● February 15, 2021: Working group membership finalized <ul style="list-style-type: none"> <li>○ Incorporate feedback from Dr. Young and VPAA</li> </ul> </li> <li>● February 15, 2021: Co-Chairs provide update at General Assembly</li> <li>● February 17, 2021: Co-Chairs provide update to college Board of Trustees</li> <li>● February 17, 2021: Co-Chairs send invitations to working group nominees</li> <li>● February 22, 2021: Deadline for RSVP to invitation to serve on working groups</li> <li>● February 24, 2021: Working Group Co-Chairs to submit preliminary DRAFT of Lines of Inquiry to Self-Study Co-Chairs</li> <li>● February 25 ,2021: Third Steering Committee Meeting <ul style="list-style-type: none"> <li>○ Review campus feedback on preliminary prompts for Self-Study Design</li> <li>○ Self-Study Design - Review components and Next Steps</li> <li>○ Update on progress made in developing Lines of Inquiry</li> <li>○ Update on Working Group membership</li> <li>○ Update on Student Working Group</li> </ul> </li> <li>● February 26, 2021: Self-Study Co-Chairs provide initial feedback to Working Group Co-Chairs on Lines of Inquiry</li> <li>● Self-Study Co-Chairs <ul style="list-style-type: none"> <li>○ Work to finalize working group membership</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Finalize Working Group Charge</li> <li>○ Work on Self-Study Design <ul style="list-style-type: none"> <li>■ Incorporate feedback from college community on Self-Study Intended outcomes</li> </ul> </li> </ul>
<b>March 2021</b>	<ul style="list-style-type: none"> <li>● March 4, 2021: Working Group Co-Chairs submit final Lines of Inquiry</li> <li>● March 5, 2021: Co-chairs finalize Self-Study Design FIRST DRAFT</li> <li>● March 9, 2021: Send presentation for BOT to Dr. Young</li> <li>● March 9, 2021 - March 16, 2021: Draft to College Community for Feedback <ul style="list-style-type: none"> <li>○ Grapevine: Send Design Draft as PDF with Feedback Form</li> <li>○ MSCHE Webpage on Employee Portal</li> <li>○ Division meeting on March 8, 2021</li> <li>○ VPs to Share with their Divisions</li> </ul> </li> <li>● March 1, 2021: Self-Study Co-Chairs update Dr. Young on progress to date on prompts</li> <li>● March 10, 2021: Update Cabinet on progress to date. <ul style="list-style-type: none"> <li>○ Specific invitation to provide feedback on Self-Study Design</li> </ul> </li> <li>● March 11, 2021: Steering Committee meeting: Self Study Design Feedback and “Working with your Working Groups”</li> <li>● March 15, 2021: Update General Assembly on progress to date.</li> <li>● March 17, 2021: Co-Chairs provide update to college Board of Trustees</li> <li>● March 17, 2021 to March 19, 2021: Self-Study Co-Chairs finalize Self-Study Design</li> <li>● <i>March 23, 2021: Self-Study Design <b>submitted</b> to MS liaison</i></li> <li>● March 15 and March 16, 2021:: First Working Group meeting (<i>two opportunities to attend</i>) <ul style="list-style-type: none"> <li>○ Welcome and Orientation</li> </ul> </li> <li>● March 29, 2021: Self-Study Co-Chairs update Dr. Young on progress, to date.</li> </ul>
<b>April 2021</b>	<ul style="list-style-type: none"> <li>● <b>April 8, 2021: Self-Study Preparation Visit</b> with MSCHE liaison</li> <li>● April 9, 2021: Send presentation for BOT to Dr. Young</li> <li>● April 14, 2021: Co-Chairs provide update to Cabinet</li> <li>● April 19, 2021: Co-Chairs provide update to General Assembly</li> <li>● April 21, 2021: Co-Chairs provide update to college Board of Trustees</li> <li>● April 26, 2021: Co-Chairs provide update to Dr. Young</li> <li>● April 30, 2021: Send presentation for BOT to Dr. Young</li> <li>● Working groups begin research and collect evidence to address Lines of Inquiry</li> <li>● MSCHE Standards “Awareness Campaign” in Grapevine.</li> <li>● Administer Community College Survey of Student Engagement (CCSSE)</li> <li>● Steering Committee meeting <ul style="list-style-type: none"> <li>○ Discuss progress made by working groups</li> <li>○ Set goals and deadlines for Fall 2021-Spring 2022 for working groups.</li> </ul> </li> </ul>
<b>May 2021</b>	<ul style="list-style-type: none"> <li>● Due May 1, 2021- Working groups submit summary of progress and Evidence &amp; Analysis Table for Spring 2021</li> <li>● May 5, 2021: Co-Chairs provide update to Cabinet</li> <li>● May 12, 2021: Co-Chairs provide update to BOT</li> <li>● May 17, 2021: Co-Chairs provide update to General Assembly</li> <li>● Steering Committee Meeting</li> </ul>

	<ul style="list-style-type: none"> <li>○ Schedule prior to May 19, 2021</li> <li>○ Discuss evidence submitted by working groups</li> <li>○ Identify evidence demonstrating that MSCHE standards are being met <ul style="list-style-type: none"> <li>■ Identify any gaps in evidence</li> </ul> </li> <li>● Co-Chairs update Dr. Young Re: Gaps in evidence and make recommend actions to be taken prior to Site Visit (As per recommendation made by Ellie Fogarty at Self-Study Institute 2)</li> </ul>
<b>SUMMER 2021</b>	<p>[No meetings scheduled for Steering Committee and Working Groups]</p> <p><i>Administration to utilize summer to collect information needed/requested by working groups</i></p>
<b>Fall 2021</b>	<ul style="list-style-type: none"> <li>● Steering Committee provides feedback to working groups on Evidence &amp; Analysis Tables submitted in May</li> <li>● Steering Committee continues to oversee progress and provide feedback/support to working groups</li> <li>● Working Groups, guided by the Lines of Inquiry, continue to gather and synthesize evidence relevant to their Standard, and report to the Self-Study Co-Chairs about areas for both improvement and innovation.</li> <li>● December 1, 2021: Submission of interim/progress reports by Working Groups</li> <li>● Administer Faculty and Staff Opinion Survey</li> </ul>
<b>December 2021</b>	<ul style="list-style-type: none"> <li>● Working groups complete Standard Summary Report and submit all research questions for Steering Committee to review and provide feedback</li> </ul>
<b>Spring 2022</b>	<ul style="list-style-type: none"> <li>● Compile Self-Study Document Drafts <ul style="list-style-type: none"> <li>○ Co-chairs develop first draft of Self-Study in consultation with Steering Committee and Working Groups</li> <li>○ Feedback on Self-Study Draft solicited from Steering Committee, Working Groups, Cabinet, BOT, and College Community (including faculty, staff, and students).</li> </ul> </li> <li>● Administer SUNY Student Opinion Survey (TBD)</li> <li>● Select dates for Team Visit &amp; Chair’s Preliminary visit (~February)</li> <li>● Send copy of (approved) Self-Study Design to Team Chair (~February/March)</li> <li>● MSCHE selects evaluation team Chair (<i>Institution to approve selection</i>)</li> </ul>
<b>May 2022</b>	<ul style="list-style-type: none"> <li>● Steering Committee develops draft of Self-Study Report</li> <li>● Steering Committee approves Self-Study Report Draft</li> </ul>
<b>Summer 2022</b>	<ul style="list-style-type: none"> <li>● August -Send SUNY the Certification Statement to be signed by Chair of SUNY Board of Trustees</li> </ul>
<b>September 2022</b>	<ul style="list-style-type: none"> <li>● MSCHE selects Evaluation team members (<i>Institution to review selection for conflict of interest</i>)</li> <li>● Self-Study revised draft reviewed by Steering Committee, Working Groups, Cabinet, BOT, College Community (including faculty, staff, and students)</li> <li>● Anticipate Visit by Team Chair in Fall 2022 (Date TBD) <ul style="list-style-type: none"> <li>○ Chair to make preliminary visit (4 months prior to Team Visit) - <b>TBD</b></li> </ul> </li> </ul>
<b>October 2022 to</b>	<ul style="list-style-type: none"> <li>● Prepare final draft of Self-Study Report</li> </ul>

<b>November 2022</b>	<ul style="list-style-type: none"> <li>● Board of Trustees approves final draft of Self-Study Report</li> <li>● <b>Send Final Draft Report to Team Chair</b></li> <li>● Consider Team Chair suggestions/recommendations</li> </ul>
<b>Winter 2023</b>	<b>Send FINAL Self-Study to Team and MSCHE (~January)</b>
<b>April 2023</b>	<ul style="list-style-type: none"> <li>● MSCHE Team Visit</li> <li>● MSCHE Team Report</li> <li>● Institutional Response</li> </ul>
<b>Summer 2023</b>	<ul style="list-style-type: none"> <li>● MSCHE announcement on affirmation of accreditation</li> </ul>

## Appendix B - SUNY Orange’s Strategic Plan 2020-2025

<b>Strategic Initiative 1: Empower Student Success: <i>Equitably Link Students with their Aspirations</i></b>
Goal #1: Identify and reduce the barriers to academic and personal success
Goal #2: Provide individualized resources and guidance to ensure student readiness to succeed at SUNY Orange
Goal #3: Increase flexibility for the students of today and tomorrow
Goal #4: Create accessible pipelines between non-degree, degree, and certificate programs
<b>Strategic Initiative 2: Strengthen our Region’s Economic Future: <i>Teach and Train for a Brighter Tomorrow</i></b>
Goal #1: Expand workforce development in emerging, innovative fields
Goal #2: Identify and address the needs of an increasingly diverse regional population and workforce
Goal #3: Increase non-credit pathways to degree completion and the regional workforce through greater integration of CAPE
Goal #4: Realign the image of the College as a realistic opportunity for all residents of the region
<b>Strategic Initiative 3: Sustain and Invigorate Our Planned Future: <i>Reimagine Human, Financial and Physical Resources</i></b>
Goal #1: Improve the effectiveness of our human resources to achieve holistic, student-centered outcomes that enhance the student and employee experience
Goal #2: Collaborate with community partners and other educational institutions to expand funding and educational opportunities in pursuit of student-centered outcomes
Goal #3: Maximize and more efficiently use technologies and physical resources to enhance the student experience

Appendix C - SUNY Orange's Top 20 Enrolled Academic Programs for Fall 2020  
 (Data Source - SUNY SIRIS Submission, End of Term)

Academic Program - Degree and/or Certificate	Enrolled Headcount
Liberal Arts & Sciences: Math & Science, A.S., 925	1,479
Liberal Arts & Sciences: Humanities & Social Sciences, A.A., 926	650
Business: Business Administration, A.S., 6123	181
Liberal Arts: Humanities & Social Science, A.A., 10450	148
Criminal Justice, A.S., 4074	125
Business Management, A.A.S., 929	122
Nursing, A.A.S., 8312	118
Criminal Justice-Police, A.A.S., 859	89
Visual Communications Technology: Graphic Arts/Printing, A.A.S., 3561	83
Nursing, A.A.S., 11560	80
Engineering Science, A.S., 924	77
Human Services, A.S., 8814	76
Lib Arts & Science--Math & Science, A.S., 8252	74
Cyber Security, A.A.S., 10906	73
New Media, A.A.S., 11968	72
Computer Science, A.S., 6844	68
Accounting, A.S., 3352	62
Business Management, A.A.S., 10451	47
Computer Information Technology: Networking, A.A.S., 5492	47
Occupational Therapy Assistant, A.A.S., 941	45