STANDARD 1: MISSION, GOALS & OBJECTIVES

Mission Review & Planning Cycle

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                    ┌─────────────────────┐
                    │ June Board Retreat:  │
                    │ Mission, Goals,      │
                    │ Objectives reviewed &│
                    │ revised              │
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│ May: President   │                        │ Aug/Sept: Mission,   │
│ seeks Board      │                        │ Goals, Objectives    │
│ approval of plans│                        │ distributed in       │
└──────────────────┘                        │ planning packets to  │
                                            │ departments          │
                                            └──────────────────────┘

┌──────────────────┐                        ┌──────────────────────┐
│ Early Spring:    │                        │ Early Fall: Departments│
│ President & Cabinet│                      │ create plans, connect to│
│ review plans     │                        │ Mission, Goals,      │
└──────────────────┘                        │ Objectives           │
                                            └──────────────────────┘

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│ Late Fall: Planning     │                 │ Mid-Fall: VPs    │
│ Committee creates       │                 │ review plans &   │
│ Planning Priorities;    │                 │ prioritize       │
│ recommends these to     │                 └──────────────────┘
│ President               │
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                │ Late Fall: VPs present  │
                │ plans to Planning       │
                │ Committee & provide     │
                │ update on progress of   │
                │ previous year's plans   │
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Development, Review, Revision & Approval Process

Because the mission, goals and objectives have such a major impact on every aspect of the College, they are reviewed annually. This review takes place at the Board of Trustees planning retreat in June. At the beginning of August, the reviewed/revised mission, goals and objectives are distributed to the College in the planning document (See Appendices 7 and 8). All members of the administration, supervisors, and

department chairs receive the document. A sense of continuity is generated, as this document represents the starting block for the development of the following year's plans on the departmental level. During this process, department heads do, for the most part, evoke responses from department members in forging consensus as to how the department will relate its goals and objectives to the college-wide planning process (See Table 1, page 11 of SSR).

Once plans are developed on the departmental level, they are submitted to the respective vice president for review and prioritization. The vice presidents individually present their prioritized plans to the Planning Committee, a Governance Standing Committee, in a formal meeting. The Planning Committee is the College community's voice in the process, a "voice" that again prioritizes the individual submissions from the Vice Presidents. The Planning Committee is also charged to add priorities at this point in the process, if they feel that there is a serious concern that has not yet been addressed by the submissions to date.

Once completed, these recommended priorities are sent to the President and the Cabinet. A final negotiated set of priorities is developed at the Cabinet level, with input from senior administration and the Planning Committee. The completed document is forwarded to the Board of Trustees for their discussion, modifications and subsequent approval at their January meeting.

The College is now primed for the following academic year's budgeting process. The priorities, approved by the Board of Trustees, drive the budget, the development of which is initiated in February and continues throughout the spring semester. The Board of Trustees then holds a planning retreat in June to which senior administration, the

Executive Committee Chair/President of Governance, and the Planning Committee Chair are invited. The purpose of this retreat is to incorporate the priorities developed in the described process into the goals and objectives of the College. At this annual meeting, the mission statement, goals and objectives are all reviewed. Once this review takes place, a draft mission, goals and objectives is circulated for comment. The Board of Trustees, at their summer meeting, then formally approves any changes resulting from the June retreat. The result of this annual work is an updated mission, goals and objectives to initiate the next planning cycle (See Mission Review & Planning Cycle diagram, page 1).

Thus, the College has a clearly delineated annual procedure for addressing the mission and goals of the College. The yearly September distribution of the Mission and Goals statement to administration, supervisors and chairs, coupled with the annual publication of the statement in the college catalog, represents the primary means of disseminating the mission and goals to the College community.

Mission

A strong majority (84%: 157 agree, 14 disagree, 12 no knowledge) of the College community responding to the Fall 2002 Faculty/Staff/Administration Survey expressed a familiarity with the content of the mission and goals statement (See Appendix 4). As might be expected, administrators who were interviewed (department level or higher) invariably expressed a strong familiarity with the mission and goals statement. This is not, nor should not be, surprising, as a close relationship exists between the declared goals in the college's Mission and Goals Statement and the planning process.

Effectiveness

One can easily identify major initiatives of the past decade that are consistent with, indeed motivated by, the College's goals and objectives. The objectives listed

under these goals have inspired action. Among the initiatives (not an exhaustive list) that indicate and reflect the direction provided by the stated goals of the institution are:

- the development of new programs (Massage Therapy, E-Business, Teacher Assistant Certificate, Information Technology, Industrial Laboratory Technology),
- the assessment of classroom support and technology,
- the continual monitoring of programs through the Curriculum Committee and of processes through the Academic Policy Committee,
- the college-wide General Education Initiative,
- the application of technology to advising,
- the support for Kindercollege both on the main campus and in the Newburgh Extension Center,
- the institutional support through its facilities for Summer Star Theatre,
- the establishment of the Student Success Center,
- the commitment to full-time staffing across the campus,
- the installment of elevators in Harriman Hall and Orange Hall,
- the continued commitment to campus appearance through campus gardens and campus safety through improved lighting and through high profile security services.

A commitment to goals and objectives involves a significant commitment of resources. An excellent example is the College's stated goal of reaching out to the underserved, both with regard to recruitment and to academic service. A substantial amount of money is allocated to the funding both of college peer tutors who function in one-on-one situations in the Tutorial Center located in the Learning Resource Center and in several tutorial locations on campus ($129,911 from Jan 2003-Dec 2003--between Middletown and NEC) and of writing and reading laboratories. Further, the administration's strict adherence to a twenty-student limit in developmental skills courses, at a time when a less dedicated administration might argue for a more cost effective arrangement, demonstrates this same concern. This example is one clear indication of the goals and objectives focusing on student learning and institutional improvement.

The list of goals also demonstrates the College's response to evolving and recognized needs. During the planning cycle of AY 1998-1999, two additional goals were included in the planning document. The first of these was "To implement technological delivery systems in Academic, Student and Administrative Services." The inclusion of this goal affected a notable difference in life at Orange, as the positive changes in this area have been dramatic over the last five years. A substantial increase of faculty access to computers has enabled instant access to students' course histories, available registration options, assessment results, and other pertinent information. This has resulted in a significant improvement in an individual faculty member's advising capabilities, a capability clearly connected to the mission of the college.

The second additional goal was "To expand funding sources of the college through revenue generating initiatives." Addressing this goal resulted in the creation of a new upper-level administrative position, the Vice President for Institutional Advancement (VPIA). This move raised the profile of the marketing area and joined to it a responsibility for seeking outside funding sources to further the mission of the College. This effort has resulted in increasing the number of scholarships funded from annual and planned giving. The office is currently involved with building a foundation for an ongoing endowment generating effort for the college. In addition, the College hired a full-time grant-writer in Spring 2003, reporting to the VPIA and focusing on securing large-scale grants for program development and improvement, infrastructure upgrades, workforce development, services for special populations, and other needs.

Given the realistic nature of the College's goals, their repeated appearances during the planning year, and the fact that something actually is accomplished, it is not

surprising that 75% (136 strongly agree/agree, 28 disagree, 18 no knowledge) of the respondents found that the College's goals "are clearly defined and represent who we are or who we should be."   A similar majority of 73% (132 strongly agree/agree, 26 disagree, 23 no knowledge) believes that the goals are "effective and consistent with the institution's mission."   The partial list of recent activities presented above form the background for these positive assessments, showing concrete and effective steps being taken to improve student learning and to advance the profile of the College as a learning "academy" and as a powerful community resource.

External Constituencies

Orange County Community College is very well received by the community and the Legislature and is seen to be a vital community resource.   The two previous Presidents placed a high priority on positioning the College in this fashion. The College educates a local work force and is a partner to industry and government.   The local sponsor, Orange County, consistently contributes more than 1/3, and has contributed as much as 39%, of the College's operating budget, which has regularly ranked SUNY Orange in the top five in the State for County participation.   Both the County Executive and the County Legislature are extremely supportive of the College.   This level and quality of support is doubtless the best testimony to public recognition that the College is a vital resource to the community.

Vision

At the time research was conducted for this self-study, a 57% majority of the College (106 agree, 51 disagree, 22 no knowledge) feels that the College would be more focused if it had a clearly communicated shared vision that was expressed in a formal

vision statement.   This issue has climbed to number two on the Orange County Community College Planning Priorities list for 2003-2004.

Vision casting is a function of leadership. It is the leadership of the college, which can simultaneously evoke renewed dedication from the staff by a constant and consistent presentation of the Vision, Mission and Goals and encourage reflection/evaluation from the entire college community. Ongoing discussion is a process that leads to ownership of the institution by every staff and faculty member, indeed by every stakeholder. The challenge is to create an environment in which the vision, mission and goals statement of the College can, and should be, a motivational vehicle and a focusing lens for both current and future members of the college community. Its presence should be felt in search committees (new hires should know what they are seeking to join), in orientation presentations for new hires, in faculty convocations and workshops and certainly in all strategic decisions taken on any level. It is not clear that, to date, our College Mission and Goals statement has enjoyed this quality of vigorous daily campus presence.

SUMMARY

Strengths
- The mission and goals statement remains sound and clearly defined.
- There is an adequate structure in place to review and refine the mission and goals.
- The financial support and obvious good will offered by the County Executive and County Legislature is an indication of the strength of the College and its mission.

Concerns
- The mechanism for updating and ensuring accuracy of changes in the mission and goals statement is not timely. During the 1998-1999 review cycle, the Board of Trustees adopted two additional goals. Three years later, these goals have yet to be published in the college catalog.
- There is insufficient focus on the actual LRP Objectives. It may be that these goals are too optimistic given the large number to be addressed with reasonable intensity in a given year and with limited financial resources.

- Insufficient attention is given by the Administration to establishing markers or measurable goals against which goal attainment will be judged.

RECOMMENDATIONS

1. Revisit the opening paragraph of the Mission Statement, not as to substance, but as to presentation. A review should keep in mind the role of a Mission Statement as a motivational and instructional vehicle, contributing to the continuity of the traditions of the college. (Completed 12/03) (See Appendix 6)

2. Develop a "clearly communicated shared vision" and establish an ongoing process to assess the effectiveness of the vision and the college's dedication to it. (Completed 12/03)

3. Expose all new faculty and staff to the vision, mission and goals of the college at orientation. Some type of formal introduction would not only educate new members of the College but would also impress on them the importance the college places on its mission.

4. Develop ways of streamlining or prioritizing the annual LRP Objectives in such a way that goals can methodically be addressed. Report the completion (either total or partial) of a goal to the community.

5. Attach measurable or quantifiable markers to each goal currently being pursued.

Editor's Note:

*President William Richards, beginning his duties as of August 2003, followed closely the drafts of Middle States subcommittee reports as well as past self-studies and periodic review reports, as he developed his Plan for Progress, disseminated in October 2003. As of the final preparation of this report in January 2004, it should be noted that some of the recommendations made throughout this Self-Study have indeed already been addressed. In reference to **Recommendations 1 & 2**, for example, Dr. Richards led the College in developing a Vision, Mission, and Values statement. This effort, involving the participation of students, faculty, staff, trustees, alumni, community members and government officials, resulted in the Board approval of a new Vision, Mission, Values statement in December 2003. See Appendix 12. Details and updates of other accomplishments resulting from recommendations throughout this report will be made available to the Middle States visiting team during their site visit in April 2004.*

STANDARD 2:

PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

SUNY Orange is a vital part of the community. A conscious effort is made to keep the College strategically positioned to respond to the educational needs of our constituents. Great time and effort are spent reviewing and revising the Mission and Goals to keep the College community in step with the changing world around us. As noted in the Mission Review and Planning Cycle chart referenced in Standard 1, the Mission and Goals are the starting point for planning and resource allocation (See page 1).

Process

The Office of Institutional Research and Strategic Planning is assigned the responsibility of looking at a variety of indicators such as environmental, economic, political and social climates to assist in both immediate and long range planning. The Institutional Research and Strategic Planning Officer sits on the Planning Committee and also disseminates pertinent information to assist department chairs and department supervisors (See Appendix 8: Planning Packet). The information is used to support changes in marketing, directions for new programs, identification of new or future constituencies, and other factors affecting planning.

After college-wide planning priorities are distributed to the College, the planning process begins in earnest at the department level. Department heads are responsible for casting the vision for change and improvement in their areas, with input from department personnel. This vision is articulated in plans that have a specific person or people responsible for each goal, an action strategy, need for resources, evaluation criteria and anticipated outcome. As noted in the Mission Review and Planning Cycle chart, the

process continues through the various stages of review and input: to the appropriate Vice President, then to the Planning Committee which drafts recommended priorities and forwards them to the President, to review by the President and Cabinet, and finally to presentation to the Board of Trustees for approval (See also Standard 1 for details of this process).

The current process finally has the planning driving the budgeting. Timing has improved and a more formal long range planning process has been instituted. Probably the most significant improvement is that department chairs and supervisors now have to report on the progress of the previous year's goals to their VPs, who in turn report on progress to the Planning Committee. While there is no formal assessment process evident in the administrative areas or an overall report of progress, achievement and implementation of improvements is indicated in the planning document.

The survey indicated that the 75% of respondents (136 agree, 28 disagree, 18 no knowledge) from the faculty/staff survey had a clear understanding of the stated planning objectives. Survey data also indicated that 51% (91 agree, 27 disagree, 61 no knowledge) feel that the College's mission and goals guide their area when making decisions related to planning, resource allocation, or program and curriculum development. Additional survey data related to planning and budgeting can be found in Table 1 on page 11.

Table 1: Summary of Fall 2002 OCCC Faculty/Staff survey data regarding long-term planning, yearly planning, and budget process

	All respondents	VPAA Respondents	VP Admin Respondents	VPIA Respondents	VPSD Respondents
I believe that I should be involved in the long-term planning process for my area.	85% (151/178)	88% (107/122)	79% (15/19)	100% (5/5)	88% (14/16)
My input is sought out during the long-term planning process for my area.	56% (100/178)	62% (75/121)	58% (11/19)	60% (3/5)	29% (5/17)
I believe that I should be involved in the yearly planning process for my area.	83% (149/179)	85% (104/122)	79% (15/19)	100% (5/5)	82% (14/16)
My input is sought out in the yearly planning process for my area.	62% (109/177)	65% (78/120)	63% (12/19)	60% (3/5)	47% (8/17)
I believe that I should be involved in budget process for my area.	70% (126/180)	71% (87/123)	74% (14/19)	100% (5/5)	76% (13/17)
I am actively involved in budget process for my area.	33% (59/179)	40% (41/102)	32% (6/19)	60% (3/5)	35% (6/17)

*This data was taken from questions 54-59 of the 2002 OCCC Faculty/Staff/Admin Survey.

Resource Allocation

The Vice President for Administration (VPAD) sends a Budget Packet to all department heads in January. This packet includes the Planning Priorities, time frame for submission, and budget forms. The VPAD also holds a meeting annually with all department heads to give a status report on the state and county budget and to answer any questions relative to completing the budget forms for the next year.

Keeping the Planning Priorities paramount, department heads create budgets that are submitted to the area Vice President for review. After the Vice Presidents meet with the department heads, the revised budgets are submitted to the Vice President of Administration. The Vice President of Administration and the Comptroller compile all budget information for further review and discussion by the President and Cabinet.

The President and Cabinet review the budget requests to determine if they meet the planning priorities. Upon receiving the information from the VPAD regarding projected revenue, the Cabinet ensures that resources are allocated within the constraints of the revenue budget. Once this review has taken place, the VPAD and Comptroller prepare the budget for presentation to the Board of Trustees and then finally to the County Legislature.

Various factors can, however, impact the stability of the budget. If the need for a budget reduction is indicated, departments are advised and the Vice President of the area meets with the appropriate parties to determine where cuts may be necessary to fill the budget shortfalls, and/or to recommend limitations on unnecessary expenditures.

Human Resources

Human resources is an area where concern is apparent. It is not just the need for new positions that causes some distress, but also the filling of positions that become vacant. The data indicates that there is some lack of understanding regarding the decision-making mechanism – How are positions filled? Who determines priority? How is the need for new positions and/or merged positions decided? And how will these positions impact resources? Only 14% of the college employees surveyed (27 agree, 66 disagree, 120 no knowledge) stated that they were aware of the process to establish new or redefined administrative positions on campus.

The mission and goals influence department plans that drive the budget. While department plans (including additional or replacement faculty and staff) may be in harmony with the mission and goals, justifications must be presented and Cabinet-level decisions made. In some cases (e.g. civil service positions), the County is part of the decision making process. Surveys indicate that "doing more with less" is the norm rather

than the exception. For example, 43% of the college employees (80 agree, 87 disagree, 15 no knowledge) stated that there was adequate staffing within their department, so that the department goals and objectives were being met.

Renewal Strategies

While there is evidence of renewal, there are no formal renewal strategies currently in place. Generally, when equipment becomes outdated, there is no funding or replacement procedure. Due to limited resources, items that are absolutely necessary for classroom instruction have been purchased, but at the sacrifice of faculty computer equipment and updating student computer labs. The College has utilized Perkins III funds, Educational Foundation Funds, and other federal monies to purchase equipment, as funds were available. Fifty-six percent of the college employees (104 satisfied, 74 unsatisfied, 7 not applicable) expressed satisfaction with their office space. Forty-six percent of the college employees (87 satisfied, 82 unsatisfied, 16 not applicable) expressed satisfaction with their personal office computers. Forty-two percent of the college employees (79 satisfied, 102 unsatisfied, 4 not applicable) expressed satisfaction with other equipment and facilities for their area

Budget constraints continue to inhibit the ability of the institution to move forward in human, space and equipment resources. This common theme of "doing more with less" has fueled a certain amount of dissatisfaction when new initiatives aren't funded.

SUMMARY
Strengths
- The current planning process now drives the budget appropriately.
- College-wide involvement exists in the overall planning process for most areas.
- The College continues to have strong relationships with other educational institutions, county & state government and local community organizations.
- The College created an Office of Institutional Advancement to enhance fundraising efforts.

- Stability in the area of Institutional Research has improved the identification, flow, and accuracy of data within the College both internally and externally, thus aiding in planning and other areas.
- The College has been able to maintain a fund balance.

Concerns
- The College lacks an institution-wide renewal process for replacement of human resources and technological needs.
- Some confusion exists on how planning relates to budgetary allocations.
- Although there has been some improvement, the time line for planning is too late.
- The College lacks funds for new initiatives.
- The data for decision-making exists but there still is a lack of a formal tracking mechanism to support Institutional Research.
- Some college constituencies are not as fully involved in the planning and budgeting process as they would like to be.

<u>RECOMMENDATIONS</u>

1. Develop a formal, institution-wide renewal process to address human resource needs and technology replacements.

2. Seek more funding from grants to assist where shortfalls in funding exists.

3. Develop a college-wide tracking system to support Institutional Research and facilitate planning and ultimately budgeting.

4. Change the timeline on initiating the Planning Process to early fall rather than end of fall to promote increased involvement in developing plans. (Completed 8/03)

5. Ensure that continued fund-raising efforts continue.

6. Continue to promote the important linkage of planning to budget allocations to further a better college-wide understanding of both.

7. Create comprehensive strategic plans for facilities management, personnel management, technology management, academic programming and student services. (Underway)

*Editor's note: At the time of this report's editing, the development of a college-wide strategic plan is currently underway. Specific information regarding this ongoing effort related to **Recommendations 1 and 7** will be provided at the time of the site visit in April. In addition, the timeline for the Planning Process noted in **Recommendation 4** has been modified, as of August 2003, so that departments receive planning packets before the start of fall semester.*

STANDARD 3: INSTITUTIONAL RESOURCES

Master Plan

In 1997, the College hired the firm of Joy, McCoola and Zilch to create a Master Plan to meet the College's facility needs for the next five years. This plan was to serve "as a guide for administrators, maintenance personnel, architects, legislators and others charged with the responsibility of developing and improving physical facilities at Orange County Community College." According to the plan narrative, "early in the planning process, Mort Meyers, former Executive VP for Administration, observed that the College needed to have an Academic Master Plan, a Technology Master Plan, and a Marketing Master Plan in addition to a Facilities Master Plan. Much of the work of the consultants therefore focused on how campus facilities could be adapted to meet the needs identified in these other plans."

The 1997 Facilities Master Plan (available on site), developed annually by the Vice President for Administration, is the closest thing the College has to a facilities infrastructure life-cycle management plan. The College does not have a master plan for provision of learning resources and educational equipment, an academic master plan, or a technology master plan. In May of 2000, the Vice President of Academic Affairs and the Academic Technology User's Council completed the AY 2000/2001 Academic Technology Plan (available onsite). The plan addressed only academic technology and has not been updated since 2001 when the document originated.

The 1997 Master Plan recommended redistribution and renovation of space to meet needs. For example, open access computer labs were created where there had been none in 1997. Many of the projects outlined in the 1997 plan have been completed, with

emphasis on those needed to create a safer, healthier and more accessible environment, including roofs, labs, and HVAC.

Academic Needs

Currently, the only data collected for academic departments is captured by the college-wide assessment procedure. Academic departments are asked to provide an inventory of instructional resources that support each program. These resources include counts of physical items such as chalk, chalkboards, multimedia and labs; learning resources such as tutors, and bilingual assistance; and program holdings such as books, periodicals and other research materials. This data will be important to merge with the planning process data once all departments have completed the assessment cycle, once every five years. Information on instructional resources needs from non-academic offices and services will not be captured by this process, but will continue to be located in the planning and budget reports for those areas.

Equipment funding comes from the operating budget. In the past few years, the capital line of the operating budget has been extremely limited. As equipment becomes outdated by age, breakage or theft, replacements must come from an already stretched budget. Often equipment is replaced on a case-by-case basis. Faculty and staff may also apply for equipment funds through their own department, if money is available, or for grants through the Faculty/Staff Development committee.

Historically, SUNY Orange has sought external funding sources, including county, state, federal and private sources, to provide equipment and upgrade the academic technology spaces on campus. The IDA (Industrial Development Agency); Perkins III Federal Funding; the Educational Foundation; SUNY Technology grants; and

legislative grants have enabled SUNY Orange to provide much needed equipment and facilities.

While academic departments' equipment funding has been limited, an infusion of capital was implemented in 2002 via a new student technology fee. This fee was implemented to provide a revenue stream to offset the expenses of much needed equipment and supplies. The resulting funds, while earmarked for educational technology equipment and supplies, do not address the college community concern of having a true Academic Technology Plan and its associated resources in place. In April 2000 the Academic Technology Users' Council, addressed these issues in a proposal headed by Dr. Yolaine Armand, then Vice President of Academic Affairs. This report was presented to the President on May 23, 2000. While parts of the proposal have been implemented, it has not been comprehensively embraced. There are still issues that have not been addressed, such as long range planning for upgrading and replacement of equipment, coordinating academic and administrative technology efforts, additional technology training, and establishing an Academic Technology Administrator position at the College. Yet progress has been made with the designation of a Coordinator of Academic Technology and formation of an academic technology team of three full-time positions, responsible for system maintenance. This team, however, has been stretched to its limits with the addition of more computer labs, and the change to in-house support for the Blackboard online learning course management system.

In this era of constrained resources, it is necessary to strategically plan, implement, and evaluate for technology. While much has been done to upgrade facilities according to a Master Plan, a similar Master Plan needs to be implemented to address

technology across the college. Much good work has been accomplished through committees at SUNY Orange, which identify the above stated areas of concern related to technology planning. Furthermore, the overall comprehensive master plan needs to be updated, as it is already six years old.

Budget & Planning

Every attempt is made to align the plans with the Mission and Goals. While the process is designed so that the plans drive the budget, a formal strategic plan for the budget process presently does not exist.

The budget procedure starts with a projection for revenue. Ideally, 33 1/3 % of the total budget comes from tuition, 33 1/3 % of the total budget comes from Orange County Government, and the last 33 1/3 % comes from New York State. Last year's budget did not match this typical projection. The College received 34% from tuition, 36% from Orange County Government, and 28% from New York State (A 2% shortfall varies from year to year due to extraneous circumstances. Also important to note is that state aid lags one year).

The Institutional Resources subcommittee interviewed SUNY Orange's 2001–2002 Chair of the Planning Committee. According to the chair, the previous planning process changed from year to year, and the budget and planning process did not work together. Essentially, the budget drove the plans, rather than the plans driving the budget. Now the Planning Committee submits the planning priorities to the President and Cabinet to support the budget for the next year.

Once the overall planning priorities are approved, resources are allocated among the budget units by which Vice Presidents demonstrate the greatest need to meet the Mission and Goals of the College in their areas. The Institutional Resources sub-

committee found that some members of the College, however, do not think resources are allocated appropriately. According to the Faculty and Staff Survey, when asked whether "The acquisition of major items of equipment is distributed equitably among all academic and non-academic departments," only 17% agreed (32 agree, 71 disagree, 73 no knowledge). In addition, 43% (81 agree, 98 disagree, 22 no knowledge) indicated that they believed that the planning and budgetary process provided an effective means for allocating resources.

ADA Compliance

Prior to 1999, services to disabled students were coordinated through grant-funded positions. When that funding was no longer available in the summer of 1999, the College agreed to support the continuation of this work with "hard money" and created the Staff and Chair position of Advocate for Students with Disabilities. In addition to the funds for this position, at the time of the subcommittee's work, the Academic Year budget allocated $16,000 from Student Development and $13,600 from Academic Affairs to be used to accommodate students with special needs. This allocation has been used to support the activities of that office to purchase equipment, special texts, hire readers, note takers or scribes, and to provide the appropriate level of accommodations necessary to meet these students' special needs and reading impairments. However, the number of students with special needs continues to increase; self-identified students increased from 203 in the Fall of 1999 to 258 in the Fall of 2002.

The College recently finished a search to fill the Advocate for Students with Disabilities position. The current Advocate assumed the position on August 4, 2003 and reports to the Coordinator of Student Support Services, who had temporarily fulfilled the responsibilities of that position. The Advocate has responsibility for arranging

accommodations for all students at all campuses with no additional support at any of the extension centers. In addition, many of the services, such as texts or tests recorded on audiotape, are hindered by time constraints, limited staff and limited resources. Improvements to the process leading up to the delivery of these services were developed and implemented in Summer 2003, and an August 2003 faculty workshop was held to communicate the services and procedures associated with the Office of Disability Services.

Some equipment is maintained in the Advocate's office; however, other equipment is not centrally located for students to access what they might need. One scanner is located in the Student Support Services office on the third floor of the College Commons, and a Kurzwiel reader that accepts scanned materials to read to students is in the Student Success Center on the second floor. Furthermore, the Student Success Center is an open space and can be a difficult place for students who need a distraction-free work environment.

While there is an Advocate for Students with Disabilities, there is no college-wide ADA Compliance Office. Student ADA issues are addressed by the Advocate, and once an employee had self-identified, employee ADA issues are handled through Human Resources.

Funding Streams

The College budget is comprised of three parts: tuition, state aid and county aid. Additional revenue is derived from fees, charge backs, grants, the Educational Foundation and the Alumni Association. Primary responsibility for fund raising, grant seeking and marketing falls under the direction of the Vice President for Institutional Advancement.

Within this office, the Educational Foundation, established in 1987 as a not-for-profit organization, serves as the primary vehicle for contributions and gifts with the goal of major fundraising to supplement the collegiate budget. Funds donated to the Foundation are used for academic equipment, scholarships and the distinguished lecture series. During the fiscal year July 1, 2001 – June 30, 2002, the Educational Foundation raised a total of $391,220 from gifts, pledges, and fundraising (See Appendix 10). Contributions for academic equipment not only help the College to maintain its traditional standard of academic excellence but also enable us to keep up with the ever-changing world of technology. Scholarships are also provided by donations to the Educational Foundation and are critical to students being able to fulfill their academic and career goals. Through the generosity of donors, the Foundation awarded $61,600 in scholarships and $25,000 in academic equipment during the 2002-2003 academic year. The Distinguished Lecture Series is a fund-raising venture that provides another form of return on community investment through academic programming for the community. Orange County Community College's Office of Institutional Advancement administers the Educational Foundation. All expenditures made by the Educational Foundation must be voted on by the Educational Foundation Board of Directors and have the approval of the President of Orange County Community College and the College's Board of Trustees.

"The Alumni Association is an independent organization whose purpose is to work actively and effectively to advance the mutual interests of the college, the alumni, and the community" (college website). The association provides many opportunities for current students and graduates to benefit from interactions with each other, including networking opportunities, mentoring, scholarships, and avocational trips. The association

is overseen by a Board of Directors, which includes the College President, Vice President for Institutional Advancement, and Student Senate President. An executive director oversees the day-to-day operations of the association. During the 2002-2003 academic year, the Association awarded $25,400 in scholarships, as noted in the June 2003 Financial Statement for the organization (See Appendix 9).

The OCCC Association is a not-for-profit corporation that manages, among other things, the cafeteria, the Bookstore, real estate for the College, and scholarship funds. Review of the June 2003 external auditor's report (See Appendix 11) revealed that for the year ending June 30, 2003, food services had a net loss of $20,010, scholarships awarded amounted to $21,395, student loan funds dispersed totaled $2,237, and the College Bookstore showed a net profit of $152,919.

Approximately 28% of the College revenue comes from State Aid, 34% from tuition and 36% fully funded from the county (See Standard 1, page 18). The historical pattern of 33% from each revenue source has not remained consistent due to several factors; enrollment fluctuations, changes in State aid, economic down turns, and necessary employee hiring and contractual increases. Over the course of the last 20 years, the State aid component has changed and been reduced, and the state categorical funding that targeted specific groups of students (disadvantaged students, workforce training, part-time students) has been removed.

Student enrollment numbers are up 9.8% from 1712.1 FTE in Fall 2001 to 1879.3 FTE in 2002 (and increased to 1933.3 in Fall 2003), resulting in increased tuition funds but also increased expenses to address a growing student population. While the County continues to be financially supportive of the College by contributing more than their 33%

share, funding challenges remain due to the uncertainty of changes in State aid and the need to meet increasing college expenses. The College planning priorities for 2003/04 addresses the need for increased revenue, the need to implement a multi-year financial plan, and the need to continue technology initiatives.

Faculty, Staff and Administrative Personnel

Each fall, as part of the planning process, all administrative units prepare an annual and five-year planning report. Each area submitting a report is asked to "identify [its] anticipated staffing changes, physical facilities needs, and equipment needs." Budget requests are prepared in the spring and are tied to the plans from the prior fall. Staffing requests that have been approved through the planning process are given primary consideration in budget allocations. Both the planning and budget processes are tied to the College mission and goals.

Built into the process is the necessity for the individual department to make a strong case for adding a position. Evidence of need begins at the planning stage where department heads are requested to examine demographic data, enrollment figures and projections, and to tie the request to the College goals and objectives. Given the current budgetary situation, the College has been unable to fill all justified positions.

Survey data indicates that the process is effective in recruiting qualified faculty, staff and administrators. However, questions arose as to knowledge of the process to establish new or redefined administrative positions (see Standard 2, page 12) and to fill positions effectively. Survey data also revealed that only 15% (28 agree, 42 disagree, 108 no knowledge) felt that the process was effective in enabling the institution to fill positions on campus. The College community was also surveyed as to adequacy of staffing in their departments (see Standard 2, page 13). Clearly there is a belief

particularly reported from those working in Academic Affairs, Institutional Advancement, and Student Development that some departments are understaffed and in need of more support.

Health, Safety, Cleanliness and Appearance

Three departments and one College governance committee (Campus Safety & Security Committee) are assigned the task of monitoring and maintaining the health, safety and appearance of the campus facilities. Health Services, the Department of Safety and Security, and the Custodial, HVAC and Maintenance staffs work collaboratively to ensure the health and safety of the College's facilities, and to maintain and enhance the campus appearance. If a specific problem occurs, it is reported to the responsible department so that corrective action can be initiated.

College plumbers, electricians, carpenters, groundskeepers, painters, laborers, shipping and receiving clerks, and auto mechanics carry out the day-to-day maintenance of the facility. With the exception of major capital projects, College staff is responsible for most building maintenance and renovation projects completed on campus. The grounds staff continues to enhance the beauty of the campus each season with beautiful flower gardens, trees and inviting outdoor seating areas. Renovations to all campus facilities are ongoing. The College Commons has undergone some major renovations in an effort to provide students and visitors with an inviting campus center and services facility. These include the relocation of offices such as the Bursar to more accessible areas, the creation of a Student Success Center, and renovations in the cafeteria area to include a Student Senate office, the college newspaper office, and a recreation room.

The HVAC technicians monitor building temperature, comfort, and air quality. Air quality issues have existed and still exist at the College, particularly in closed and

aging buildings. Some of these issues have been dealt with in different ways. After air quality testing, either new windows were installed to improve airflow, or bacteria caused by water was treated and cleaned. The air intakes for some of these areas are located where auto exhaust or cigarette smoke is drawn in along with the fresh air. Attempts to relocate smokers and prevent trucks from idling in these areas have been made with some success. In 2000, smoking was banned in front of all College doorways, which helped considerably improve the air quality conditions in many buildings.

The custodial staff has established a preventive maintenance schedule for the cleaning of air filters and a plan for the cleaning of HVAC ductwork. This plan rotates the HVAC maintenance so that one building each year will be scheduled to have all of its ductwork cleaned. Each campus building is now equipped with a separate heat system allowing for improved local control of air temperature. The HVAC system in Bio-Tech was redone in the summer of 2003.

With the exception of the extension centers, all College buildings are cleaned and maintained by the College custodial staff. Cleanliness of the indoor facilities continues to be a problem in many areas. Hallways, stairwells and bathrooms are neglected in many areas. While an inadequate staff is part of the problem, the Custodial Manager states that staff performance is one of his biggest concerns.

Issues of health and/or safety are reported to the Director of Security, Health Services or the Campus Safety and Security Committee. Such issues involving employees are also reported to Human Resources. The Director of Security reports annually to the State Education Department. While the campus has very few security incidents of any kind, those that do occur are usually petty thefts and minor violations. More detailed

reports will be available on site. Meanwhile, measures have been taken to further identify and secure campus equipment. Also, students and staff receive regular "Safety Memos" highlighting current issues of concern.

The Health Services Office was relocated to a larger more accessible space in the College Commons in 1998. Services are provided to students, faculty, and staff. Health Services also offer triage to medical facilities as needed. A more complete description of the functions and services provided by this office can be found in Standard 9: Student Support Services.

Health Services, Safety and Security, and Facilities all work together to identify problems when they occur and to provide a safe and healthy working and learning environment for our students, staff, and faculty.

Institutional Audit

The Educational Foundation, College Association, Alumni Association and College are audited annually resulting in four separate audit reports, each of which is reviewed by each area's board (See Appendices 9 & 11). An annual letter from the College auditors is attached to the final audit containing critiques and recommendations for revisions and improvements of standard operating procedure.

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SUMMARY

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Strengths
- The College has benefited from successful fundraising strategies of the Educational Foundation.
- The College experiences strong budget commitment and support from Orange County.

Concerns
- The 1997 Master Plan and the 2000 Academic Technology Plan must be updated and funds located to do so.
- While there is evidence of planning (Strategic Plan, Academic Technology Plan, Master Plan, Facilities Management Plan), they currently don't work together to form a comprehensive college plan.

- The Advocate for Students with Disabilities office is under staffed, under funded, and under resourced.
- The current national and state economic climate remains volatile.
- The College must cope with unpredictable changes with state aid criteria.
- The College is experiencing increased enrollments with decreasing state support.
- Some buildings continue to experience air quality problems.
- The custodial area appears understaffed.
- The cleanliness in buildings is inconsistent across campus. The cleanliness issues are exacerbated by communication problems related to reporting and proper procedures.

RECOMMENDATIONS

1. Update the College Master Plan into a comprehensive strategic plan, tied to the college mission,that incorporates a facilities infrastructure life-cycle management plan; an academic master plan that addresses learning resources and educational equipment; and a college-wide technology plan that includes a replacement component. (*Now underway with strategic planning; see Editor's Note*)

2. Develop a multi-year financial plan to better accommodate planning. (*Being addressed with strategic planning; see Editor's Note)*

3. Increase the annual budget and resources for the Advocate for Students with Disabilities office.

4. Create an ADA Compliance Office, where campus information relevant to students, employees, and visitors can be centralized.

5. Continue to expand external funding sources.

6. Create a Facilities Plan that addresses training and staffing needs, quality controls and review, and service availability during all hours of college operations.

*Editor's Note: As noted after the recommendations in Standard 2, strategic planning (addressing at least **Recommendations 1 and 2,** possibly **Recommendations 5 and 6** as well in this Standard) is now underway and an update on its progress will be provided at the time of the site visit. The tentative deadline for presentation of a final draft of the Strategic Plan to the Board of Trustees is May14, 2004.*

STANDARD 4 - LEADERSHIP & GOVERNANCE

THE BOARD OF TRUSTEES

In New York State, the County Executive chooses five members of the Board of Trustees and the Governor of New York chooses four members; they serve nine-year terms. There is also a student trustee elected by the student body to serve an annual term. Those members of the Board who were interviewed all agreed that the present Board reflects a healthy diversity of age, occupation, gender, race, regional geography and experience. The actual make-up of the Board supports this view. (See Appendix 2)

When invited to comment about the collective personality and performance of the Board, most Board members praised the combination of diversity and cooperation that they believe characterize the present members. "It is not a combative board," was one comment, and this was not meant to convey any sense of acquiescence. Those interviewed emphasized their conviction that the Orange County Community College Board of Trustees did perform its responsibilities as charged and that the members were seriously involved in questions about the long-range direction of the College.

Several Board members affirmed independently that the most important single responsibility of the Board was to select a president. The task of selecting a new College President has fallen to this present Board of Trustees; Dr. William Richards was selected President and began those duties on August 1, 2003.

The Board plays a critical role in its approval of planning documents, typically studying different versions of the same document over time. This approach allows opportunities for carefully considered decisions. A yearly retreat provides an opportunity for Board members and others to discuss long-range planning for the College.

Of course a major part of planning, oversight and approval is connected with the budget. The Board must work with the president and county to arrive at a final viable package, a mix of decisions providing support for choices which often represent competing claims such as the acquisition of technology, funding for College operations in different parts of the County, remaining competitive in efforts to attract and maintain a faculty of high quality, all the while protecting the basic financial stability of the institution. A major difficulty in all this is the need to find ways to compensate for the State's ongoing failure to fully live up to its responsibilities and the consequent need to work around this perpetual hole in the budget.

THE ADMINISTRATION

The President and the Administration

The president is the chief executive officer of the College. He or she is appointed by and periodically evaluated by the Board of Trustees. Presidential candidates are recruited and screened by a committee that includes board members, alumni, faculty and staff. The last president, Dr. Preston Pulliams, left the position at the end of 2002. Mr. Morton Meyers served as interim president from January 2003 to July 31, 2003; Dr. William Richards began his presidency on August 1, 2003.

In his administrative role, the president presides over a structure divided into four major areas, namely Administration (not to be confused with "the Administration" which includes the Office of the President and all four areas), Academic Affairs, Institutional Advancement, and Student Development. A vice president heads each of these areas. The addition of the area of Institutional Advancement, in 1998, marked the last significant restructuring of the administrative structure.

The process of assessing the various parts of the administration is overseen by the President and administered by the Vice Presidents. Various entities are involved with assessment including the College Wide Assessment Committee, Board of Trustees, external accrediting bodies, the State University of New York, the New York State Education Department and Middle States Association Commission on Higher Education.

Administrative Affairs

The responsibilities charged to the Vice President for Administration (VPAD) are somewhat different now than under the preceding occupant of the Office, Mort Meyers, whose responsibilities increased during his tenure due in part to the large number of new administrators who were unfamiliar with the College.

Current Vice President Daniel Bloomer has an extensive background in various executive offices of the Orange County Government. These experiences are particularly relevant since maintaining efficient and cooperative relations with the County Government is a major responsibility of this position.

The VPAD also supervises the complex budget process, which requires extensive knowledge and collaborative skills. The most recent passage of the budget was notable for the lack of conflict and problems, but in order for this to happen on a regular basis, the College must demonstrate that it can control its budget even when dealing with some extremely difficult circumstances, most of which are far beyond its power to control. These include escalating energy costs, the underestimation of the cost of back pay owed from the last contract settlement, the lack of legal power to raise tuition beyond its present limit and the continually disappointing performance of the State in failing to meet fully its responsibilities to the College. However, due in part to the knowledgeable and energetic attention given to maintaining a good working relationship with both executive

and legislative branches, the County is expected to maintain its commitment to the College.

Also under the VP for Administration's responsibility are the Comptroller's Office, the Bursar's Office, the Office of Institutional Research and Strategic Planning, Technical Services, Human Resources, and Facilities.

Academic Affairs

Aside from the College President, the Vice President for Academic Affairs (VPAA) occupies the most central leadership role in carrying out the mission of the institution. Acting as the principle advocate for scholarship, the VPAA is responsible for the academic integrity of all credit programs, as well as the overall direction of all academic programs, and supervises the department chairs and the Academic Affairs support staff. His responsibilities therefore include all day and evening credit programs, the implementation of collective bargaining agreements, articulation agreements with other colleges, and the evaluation of full-time faculty. In addition, he oversees Records and Registration, the Learning Resource Center, the Tutorial Center, the Developmental Education program, extension centers, and Continuing and Professional Education (CAPE).

The VPAA must deal with both external and internal pressures. The first stems from the reality that SUNY is exerting more control from above. The most obvious example of this is the new General Education requirements to promote a level of consistency in core course requirements across the SUNY system. In addition, SUNY wants more uniformity throughout the system in promotion, retention, and tenure processes as well as academic standards.

The other pressure is internal. Unlike the other three vice presidents, each of whom is the direct supervisor of six or seven individuals, the VPAA supervises more than twenty, including sixteen department chairs. While current department chairs attest to a satisfactory level of communication with the higher level of administration, VPAA Dr. David Rule, favors some kind of restructuring, perhaps in the form of an intermediate layer of divisions or "schools". The 2003-2004 Planning Priorities developed by the Governance Planning Committee included an assessment of the effectiveness of the current structure and the implementation of resulting recommendations. While that assessment was not done, reorganization efforts in academic affairs have begun, as of Fall 2003 (see Appendix 1).

Institutional Advancement

Institutional Advancement is the most recent result of administrative reorganization. Vice President Vincent Cazzetta is the first to occupy the office. Institutional Advancement plays the central role in marketing the College and obtaining resources in the form of grants. Most of these are from federal funding sources, a smaller number from the State, and some from private foundations.

In addition to the tasks of managing capital campaigns, managing annual and planned giving, and developing and implementing marketing plans, the Vice President for Institutional Advancement (VPIA) is responsible for public relations. He assists in preparing college presentations to the public and works with national foundations, corporations and organizations involved with higher education. In these roles, he is assisted by the six staff members who report directly to the VPIA, representing areas of communications, development, and marketing. Mr. Cazzetta also serves as the Executive Director of the Educational Foundation.

Student Development

Dr. Kirk Manning is the Vice President who oversees Student Development. The mission of the Student Development Division is to recruit, enroll, and provide appropriate support services for students. To recruit effectively the division must track population trends to locate sources of potential students, whether those with "traditional" student profiles, ethnic minorities, older students, or those already working in particular fields. Functions which fall within the boundaries of Student Development include Health Services, Counseling, Career Services, Student Support Services, the Student Success Center, Admissions, Kindercollege, the College athletic program (not to be confused with courses and programs offered by the Physical Education Department) and the various services provided by the Office of Student Life. Dr. Manning also serves as the Executive Director of the OCCC Association.

General Comments

The Office of the President provides a structure of executive leadership to head the tasks of planning, policy-making and the implementation of policy to achieve goals set by the College. Observations by key members of the Board of Trustees, vice presidents and others, as well as the objective record of the College in areas such as the development of new programs, enrollment and the achievements of our graduates, all attest to this. The current administrative leaders claim a high level of professional cooperation, appropriate division of labor, effective mentoring for new administrators by President Pulliams, and the clarity of administrative organization and responsibilities since the last significant restructuring, which added the position of the Vice President for Institutional Advancement.

Faculty/Staff Survey responses as a whole indicate a degree of satisfaction with the current organizational structure of the institution as a whole, the organization of the two of the four major areas as well as the general quality of the administration. Specifically, 48% (89 agree, 62 disagree, 31 no knowledge) of the college employees indicated that they agreed that the current organizational structure of the institution as a whole was effective in meeting the mission, goals, and objectives of the College. When the data was broken out by respondents within specific areas, the results were as follows: in the area of Academic Affairs, 57% agree (69 agree, 24 disagree, 29 no knowledge) that the current organizational structure of the area was satisfactory; in the area of Administration, 74% agree (14 agree, 1 disagree, 4 no knowledge); in the area of Institutional Advancement, 20% agree (1 agree, 4 disagree, 0 no knowledge); in the area of Student Development, 29% agree (5 agree, 10 disagree, 2 no knowledge).

Survey data also found that 40% of the college employees (80 agree, 63 disagree, 36 no knowledge) felt that the college effectively recruited qualified administrators. Survey results do indicate concern about the quality of the training of administrators as well as about the retention rate of administrators. Specifically, survey data found that only 14% of the college employees felt that the college provided adequate training for its administrators (25 agree, 54 disagree, 99 no knowledge). Also, 31% of the college employees (57 agree, 70 disagree, 51 no knowledge) felt that the retention rate of administrators was satisfactory. On the general question of effective communication within the administration, there was a structural disconnect between the Cabinet and four policy-making positions. Those who hold these positions, namely the Comptroller, the Human Resources Officer, the Assistant Vice President for Student Affairs and the

Interim Assistant Vice President for Academic Affairs are neither actual members of the Cabinet, although they may be invited to attend meetings, nor are they included within the Staff and Chair Association.   Since spring of 2003, these positions have been included in monthly "extended Cabinet" meetings, a practice continued under Dr. Richards. In addition, President Richards has formed a Constituencies Leadership group inclusive of the College Governance president, Faculty Association president, and the Staff & Chairs Association president.

On the general question of the effectiveness of the level of communication between the Administration and the individual departments/areas about decision-making processes, responses to a number of survey questions indicate a general level of satisfaction. See the following chart of results from the Faculty/Staff/Administration Survey:

Table 2: Fall 2002 Faculty/Staff Survey Results Regarding Communication

Survey Question	All survey respondents	VPAA	VP Admin	VPIA	VPSD
The senior leadership within my area effectively communicates with each other so as to meet the mission and goals of the institution.	42% agree (79 agree, 31 disagree, 68 n.k.)	47% agree (56 agree, 15 disagree, 49 n.k.)	67% agree (12 agree, 3 disagree, 3 n.k.)	40% agree (2 agree, 2 disagree, 1 n.k.)	18% agree (3 agree, 10 disagree, 4 n.k.)
The senior leadership between each area effectively communicates with each other so as to meet the mission and goals of the institution.	24% agree (45 agree, 44 disagree, 88 n.k.)	23% agree (27 agree, 28 disagree, 64 n.k.)	56% agree (10 agree, 3 disagree, 5 n.k.)	20% agree (1agree, 2, disagree, 2 n.k.)	12% agree (2 agree, 9 disagree, 6 n.k.)
I feel that I can approach the President with comments, questions, or suggestions regarding day-to-day operations.	56% agree (104 agree, 57 disagree, 20 n.k.)	57% agree (70 agree, 41 disagree, 12 n.k.)	78% agree (14 agree, 3 disagree, 1 n.k.)	80% agree (4 agree, 1 disagree, 0 n.k.)	53% agree (9 agree, 6 disagree, 2 n.k.)
I feel that there is good communication between college governance and the cabinet.	26% agree (47 agree, 52 disagree, 79 n.k.)	26% agree (31 agree, 43 disagree, 46 n.k.)	44% agree (8 agree, 4 disagree, 6 n.k.)	20% agree (1 agree, 0 disagree, 4 n.k.)	6% agree (1 agree, 4 disagree, 12 n.k.)

*This data was taken from questions 42-45 of Fall 2002 Faculty/Staff Survey.

Governance

The College Governance system consists of the College Assembly, the Executive Committee, the fifteen standing committees and ad hoc committees (See Appendix 1). The purpose of this system is the help the College achieve its mission and goals using the knowledge, experience and creative abilities of the entire college community. The Constitution and Bylaws of Governance (See Appendix 12) declare that the objectives include the recommendation of policies and procedures to the President on all matters of concern to the College, from academic policies and standards to recruitment and retention, to initiate recommended improvements and to provide a forum to encourage the exchange of ideas.

The working heart of Governance is the committee system with the Executive Committee overseeing the standing committees. The Executive Committee presides over the standing committees in order to ensure that their charges are being carried out, procedures are followed, and reports are submitted. The Executive Committee may also propose to the Assembly the formation, dissolution, or reorganization of the standing committees as necessary, and is responsible for the formation, charge and lifespan of ad hoc committees. In addition, it is responsible for providing a forum for dialogue on College issues, including setting the agenda for Assembly meetings, and as such should provide a vital communications link between administration and the College community. Other Standing Committees include: Academic Policy, Athletic Advisory, Campus Safety and Security, College Wide Assessment, Institutional Diversity and Equity, Cultural Affairs, Curriculum, Developmental Education, Faculty and Staff Development, General Education, Honors Program, Planning Advisory, Scholarship and Financial Assistance, and Social.

The eleven member Executive Committee consists of the President of the College, the president and vice president of Governance (elected from the full-time faculty and staff of the Assembly), and representatives from the various constituencies on campus – one each from five interdepartmental groups, one from professional staff, one from support staff, and the Student Senate president. The governance president serves as chair of the Executive Committee, presides over Assembly meetings and maintains liaison with the Board of Trustees, to whom he or she reports once a month. The College president and Student Senate president serve in an ex officio capacity but actively participate.

The College Assembly consists of the College President, Cabinet, and the full-time members of the academic, professional and administrative staff. The presiding officer is the governance president. A majority of the Assembly constitutes a quorum. The Assembly meets monthly or as needed, and attendance at meetings is a matter of professional responsibility or of contractual obligation.

Once a month, or as needed, interdepartmental groups meet for governance purposes or to discuss issues related to their membership. These interdepartmental groups resemble the old division structure and include: 1) Math/Physical Science/Physical Education/Criminal Justice, 2) Social Science, 3) Allied Health/Biology, 4) Business, and 5) Humanities. The interdepartmental representatives to the Executive Committee call these interdepartmental group meetings.

Thus the function of the governance system is to provide the input mechanisms that allow faculty members and departments to develop and express their support for policies and actions that they have initiated and wish to see approved and implemented. In this sense, while the governance system by itself does not entirely "govern" the College, it

does play a particularly central role within the larger system. Important examples of such "input mechanisms" would be the Academic Policy Committee and the Curriculum Committee. While all such initiatives and recommendations must be approved by the Administration, presidential vetoes of Assembly proposals were rare under President Pulliam's administration.

While the governance system has significant ability to influence decisions within its jurisdiction, the scope of its sovereignty may seem larger than it is. A conventional view of all governing systems is that without authority over money there is little power. Committees and the Assembly have extremely limited control over important money decisions. Perhaps one way to evaluate our committee governance system is to imagine our college without it. With all of its limitations, the governance system has served the College well.

SUMMARY

Strengths
- The College enjoys a Board of Trustees that is certainly supportive, well-rounded and diverse.
- The College also enjoys a supportive relationship with the County and its commitment to funding, as also enhanced by the knowledge of county government and the efforts of the Vice President for Administration.
- The College maintains a respected tradition of governance that encourages wide participation from the College community.

Concerns
- Cabinet-level positions have experienced a history of frequent turnover.
- A lack of involvement and direct forum for the four policy-making staff with Cabinet was evident.

RECOMMENDATIONS

1. Assess the need for reorganization of Student Development and Institutional Advancement.

2. Assess the impact of the reorganization of Academic Affairs.

3. Promote the growth of administrators and leaders from within the College.

4. Institute a more formal arrangement to include in cabinet deliberations the four policy-making staff. (*Practice begun Fall 2003*)

Editor's Note: Recommendation 4 *was addressed with the arrival of President Richards in August 2003. He holds Cabinet meetings (Vice Presidents), Extended Cabinet meetings (Cabinet and Management Confidential), and Cabinet & Constituencies Leadership meetings (includes Governance, Faculty Association, and Staff & Chairs presidents). The College began addressing* **Recommendation 3** *with the 2002 Leadership Conference open to all College personnel.*

STANDARD 5: ADMINISTRATION

Overview

The organizational structure of SUNY Orange is one of a hierarchical organization as can be seen in Appendix 1. As might be expected, some of the overall administration's organizational structures have remained relatively the same since the 1992 report while others have changed. Those changes will be noted as each area is discussed. With any organizational structure, communication is obviously of prime import, and that is no exception here. The Middle States Administration subcommittee addresses communication as the key issue of concern, in some areas seen as a function of the organizational structure of that area, in others as a function of management style. Numerous written comments were received from the Faculty/Staff/Administration Survey regarding the area of communication. Several comments were made regarding the lack of communication within a vice presidential area, as well as between vice presidential areas. Written concerns were obtained regarding the current organizational structure and its negative impact on communication within Academic Affairs and Student Development. Since communications can affect productivity, effectiveness and morale, these in turn can impact on the College's effectiveness in meeting its mission and goals.

Modes of Communication

As might be expected in an institution the size of SUNY Orange, communication occurs through many formal and informal channels. Data obtained from the Fall 2002 Faculty/Staff/Administration survey revealed the following statistics regarding how members of the college obtain general information (N=186): 94% use interoffice mail, 84% use word of mouth, 77% use e-mail, 63% use voice mail, 62% use Assembly

meetings, 59% use the Faculty/Staff Newsletter, 38% use the college newspaper, 33% use fax, and 33% use interdepartmental meetings.

Certain available modes of communication are not used as well as they could be. For example, 1) E-mail and voicemail are not provided to all college employees; 2) some department heads choose not to use voice mail; and 3) key individuals in certain positions do not have their own mailboxes, but rather, that mail is delivered to an "office/department mailbox".

Table 3: Summary of 2002 OCCC Faculty/staff survey data regarding effectiveness of communication from departments to the college.

Department	Very well/well	Not so well/poor	No Knowledge
Admissions	61% (113)	16% (29)	13% (24)
Alumni Association	42% (79)	25% (47)	19% (41)
Athletics	45% (84)	25% (47)	17% (32)
Career Services	40% (75)	25% (47)	23% (42)
College Bookstore	44% (85)	31% (58)	13% (24)
Counseling Center	36% (67)	38% (70)	16% (29)
Financial Aid	30% (56)	36% (67)	24% (44)
Food Services	30% (55)	43% (80)	16% (29)
Health Services	65% (121)	14% (27)	10% (18)
Kindercollege	32% (61)	32% (59)	22% (41)
Learning Resource Center	54% (100)	21% (39)	13% (28)
Records and Registration	45% (84)	26% (48)	17% (32)
Student Life	53% (98)	20% (38)	13% (25)
Student Success Center	40% (75)	29% (53)	17% (32)
Student Support Services	35% (64)	32% (59)	20% (37)

*This data was taken from questions 139-153 of the 2002 OCCC Faculty/Staff Survey.

OFFICE OF THE PRESIDENT

Critical to the College is a qualified leader in the position of President. Dr. Preston Pulliams, the outgoing College President at the time of the self-study, came to Orange County Community College with excellent credentials in 1997. He holds an A.S. in Science, B.S. in Social Science, M.A. in Counseling and an Ed.D. in Educational Administration. He has been involved in the education field since 1969, and has taught at

the secondary, postsecondary and graduate levels. He also has been employed at several different colleges serving in several different capacities-- as counselor at the community college level, then as Dean of Student Services, as Vice President for Student Affairs, and as President of Orange County Community College. He resigned from this position in December 31, 2002 to become the Vice Chancellor for Community Colleges for the State University of New York. The Survey indicates that 64% (120 agree, 16 disagree, 44 no knowledge) believed President Pulliams had appropriate academic preparation and 60% (109 agree, 36 disagree, 33 no knowledge) feel that he was effectively leading the College toward achieving its Mission and Goals. In January 2003, Mr. Morton Meyers was appointed as the Interim President. Mr. Meyers, who worked for the College from 1987 to 2001, had previously served as the Executive Vice President for Administration.

The College recently completed its search for a new President, and after approval by SUNY System Administration, Dr. William Richards began serving as the College's president on August 1, 2003. Dr. Richards holds a Ph.D. in Medieval Literature and Higher Education. With over twenty years of experience at community colleges, he previously held positions in education as CEO of Front Range Community College, president of the Higher Education and Advanced Technologies Center, president of Ontero Junior College, all in Colorado, and Vice President of Educational Programs and resources at North Harris College in Texas. Dr. Richards also serves as a director of the Community College Leadership Institute.

President and Cabinet

The College President and his Cabinet collectively guide the institution in day-to-day operations via both oral and written communication. The President and the Vice Presidents meet in regular cabinet meetings, and information is then disseminated to

department heads and directors. Communication takes place in formal meetings as well as in informal conversations, email, memorandum, the College website, and in published College policies. Evidence of the President and Vice Presidents overseeing and participating in day-to-day operations is also observed in attendance and participation in various campus meetings such as the College Assembly Meetings, Inter-Departmental Group Meetings, and various governance committee meetings.

In Fall 2002, members of the Middle States Administrative Services Sub-Committee interviewed the President/Chief Executive Officer, and the four Vice Presidents that make up his Cabinet. The Vice Presidents indicated that they felt one of their collective strengths was the Cabinet's ability to work together as a team to meet the needs of the institution. The President indicated that in order to establish and implement the mission and visions of the College; develop and implement long-term strategic plans; and to oversee the daily operations of the institution, his cabinet members must be competent and have loyalty to the president and the institution.

The number of years that each Vice President has been with the institution, however, could be perceived as a weakness. The most senior Vice President has been with the institution since 1998. In particular, the College has seen six VPAAs (two of those as interims) since the last Self-Study.

While the Office of the President has undergone transition, during President Pulliam's tenure the President held biweekly cabinet meetings and met with the Vice Presidents weekly. The President also called an "Administrative Council" meeting (reinstated in 2001) once or twice annually. This Administrative Council allowed the

department heads and Cabinet to meet as a group to discuss issues and disseminate information.

Dr. Richards, upon his arrival, has continued with biweekly cabinet meetings. He also holds monthly "extended cabinet meetings" which include management-confidential employees (Assistant Vice President for Student Development, Assistant Vice President for Curriculum and Instruction, Comptroller, Human Resource Officer, Institutional Research and Strategic Planning Officer). In addition, he created a forum in which the college governance president can attend an extended cabinet meeting each semester. Furthermore, Dr. Richards has also instituted a "Monday Memo," distributed to the College via e-mail, summarizing the week's events and updates on new initiatives.

Assessment of Effectiveness

The President's office evaluates its staff yearly using the form entitled, Administrative Evaluation (See Appendix 15). All Vice Presidents annually review staff using the Management Employee Performance Review (See Appendix 15). Areas addressed include evaluation of goals/expectations from the previous year, as well as a comprehensive assessment of job performance.

<div align="center">

ACADEMIC AFFAIRS

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In Academic Affairs, overseen by the Vice President for Academic Affairs (VPAA), the same basic structure has been in place for the last thirteen years (See Appendix 2). In 1990, the greatest change to this area was the elimination of five Division Chair positions and the creation of three Associate Dean positions. The Associate Dean positions were then, over time, left unfilled, and the structure now has two Assistant Vice Presidents (one position unfilled) and sixteen Department Chairs. This has changed the reporting structure to increase the decision-making authority of

Department Chairs. It has also increased the number of positions that report directly to the Vice President of Academic Affairs. The Vice President in this area reports that this has caused some communication problems, primarily of time, personnel and efficiency natures, within this area, especially with the number of people directly reporting to him. Some of his staff shares the same frustration that he does in regards to communication, enforcement of decisions, and the ability to keep issues moving forward. He reports that he believes, however, that the Department Chairs are satisfied overall with the current structure. Of the 182 respondents (from all areas) to the faculty/staff survey, 49% agree (89 agree, 62 disagree, 31 no knowledge) that the current organizational structure (as a whole) is effective in meeting the mission, goals and objectives of the college, while 62 or 34% disagreed. While the current VPAA feels that restructuring of Academic Affairs might improve communication and the decision-making process, 57%   (69 agree, 24 disagree, 29 no knowledge) of the Survey respondents from the Academic Affairs area agree that the current organizational structure of Academic Affairs is effective in implementing the programs and services. At least one comment from the survey revealed there are those who feel that Department Chair-VPAA direct line is critical. They feel that division chairs add another unneeded level of administration and remove the VPAA yet more from the essential connection with academics, faculty, and students. Overall, the respondents from the Academic Affairs area indicated that they have a good working relationship with their immediate supervisor.   Seventy-seven percent (95 agree, 21 disagree, 12 no knowledge) of the respondents in this area agree that their supervisor communicates information to them quickly and effectively. Eighty-seven percent (106 agree, 10 disagree, 6 no knowledge) agree that they are able to approach their immediate

supervisor with comments, questions, and suggestions regarding day-to-day campus operations.

In addition to the suggested reorganization of the area, the VPAA also suggests filling the vacant position of the Assistant Vice President for Instruction and Technology and redistributing the present workload in a more efficient manner. Because this position has been frozen, it is not currently found on the organizational charts. When filled, this position would oversee the day-to-day instructional matters including Distance Learning, academic technology, student grievances, and academic review boards, among others. The current Assistant Vice President for Curriculum and Instruction would then become the Assistant Vice President for Curriculum. This position would oversee program development, implementation, and assessment.

The VPAA utilizes a combination of individual meetings, staff meetings, department chair meetings, listservs, e-mail and memos, in addition to daily informal meetings to keep abreast of issues and events, to communicate within Academic Affairs and with the other areas. The VPAA holds formal weekly meetings with his Assistant Vice President for Curriculum and Instruction, Director of Extension Centers, Director of Continuing and Professional Education, and Assistant to the Vice President. He also meets with the Director of Academic Services and the Director of the Learning Resource as needed throughout the semester. The VPAA holds group meetings twice monthly for his staff and for the Department Chairs/Coordinators/Staff.   The VPAA's office maintains three listservs to encourage efficient communication between department chairs and coordinators, between VPAA staff members, and between all VPAA senior staff.   Forty-seven percent of survey respondents (56 agree, 15 disagree, 49 no

knowledge) reported that the senior leadership within this area effectively communicated with each other so as to meet the mission and goals of the institution.

Given that twenty-two individual directors, department chairs, and staff report directly to him, the VPAA has expressed his views on the difficulty of maintaining contact with all of them and having efficient communication. He believes that the current horizontal organizational structure in Academic Affairs provides the department chairs with a great deal of decision making power and administrative duties. The assessment of the organization of Academic Affairs was listed as number 7 on the College's Planning Priorities for the 2003-2004 year. As of Fall 2003, reorganization in this area has begun, with plans for Fall 2004 implementation.

Assessment of Effectiveness
The Vice President for Academic Affairs formed a work group in Fall 2000 to develop a formal evaluation tool for department chairs and coordinators. The Department Chairs evaluation process was implemented in 2001 (See Appendix 15). New department chairs are evaluated every year for the second through fourth years. Once tenured, department chairs undergo this process every two years. This evaluation includes a self-evaluation and portfolio assessment, faculty evaluations, and VPAA evaluation. It has a scheduled timeline and includes a process and period for remediation. The Coordinator Evaluation process has stalled due to contract negotiations.

STUDENT DEVELOPMENT

On the Student Development side, organizational changes have occurred (See Appendix 1). The Director of Financial Aid position has been changed to a Coordinator position, and a new Assistant Vice President position has been created. There are now five Coordinators, one each for Financial Aid, Counseling, Student Support Services,

Career Services and the Student Success Center. The Director of Admissions, Director of Kindercollege, Director of Health Services, and Director of Student Life continue to report to this vice president. In July 2001, Athletics was added to this area. The current Vice President of Student Development (VPSD) also serves as Executive Director of the College Association (Bookstore, Food Services), a separate entity from Student Development itself. The VPSD reports that his area covers all of student services, and he is satisfied with the structure even though he knows there are some in his area who would like to see the structure changed.

Because the restructuring of Student Development is in its infancy, Dr. Manning reports that he believes that it is too early to pass judgment on its effectiveness. However, the Faculty and Staff Survey revealed that 35% of the total respondents (65 agree, 43 disagree, 58 no knowledge) and 34% of the respondents (5 agree, 10 disagree, 2 no knowledge) from this area agree that the current organizational structure of Student Development is effective in implementing the programs and services that it offers.

To facilitate communications, the VPSD utilizes a combination of biweekly meetings with his Assistant Vice President and Directors (including Foundation Directors), weekly individual meetings with his directors, e-mail and memos. He also reports that he walks around the offices to have informal conversations with his staff members and utilizes e-mail when appropriate. In addition, he meets with the entire staff of his area once per semester. He also recently instituted a monthly Student Development Round Table, due to feedback obtained from the 2002 Leadership Workshop. This meeting is open to all staff members in this area.

The Assistant Vice President for Student Development utilizes weekly individual meetings with her coordinators to provide information from the Directors' meetings to her coordinators, and to obtain information from them. In addition, she began holding biweekly meetings with all of the coordinators who report to her, as a group. As the Coordinator for Counseling position is currently unfilled, she also meets individually with each counselor weekly, and with the whole group monthly.

However, from the Faculty and Staff Survey results and individual interviews and surveys conducted with senior leaders in the area, it appears that the current organizational structure does not facilitate communication within and between areas of Student Development. Survey data indicated that 35% of the respondents from the Student Development area (6 agree, 6 disagree, 5 no knowledge) reported that the VPSD utilizes the opportunity at weekly meetings with the Directors to effectively communicate current programs, strategies, and events relating to the institution's missions, goals, and objectives.

Due to the concerns which the survey data and written comments revealed regarding communication within this area, additional interviews were held with the Vice President for Student Development and the Assistant Vice President in order to discuss communication at greater length. Feedback from some of the coordinators indicated that while they were able to communicate to the Vice President through the Assistant Vice President, they would prefer to meet directly with the Vice President weekly, as part of his directors meeting. They indicated that while they believed that the Assistant Vice President conveyed their suggestions and concerns to the Vice President, they did not feel that the Vice President consistently considered and addressed their concerns. When

asked about this, the VPSD indicated that he had not considered having the coordinators attend his weekly meetings, as he did not want to undermine the reporting structure through the Assistant Vice President. The Assistant Vice President indicated that she did not feel that it would be a problem for the coordinators to join the Directors' meetings. She also reported that she would like to meet with her coordinators, as a group, on a regular basis, and would also like to meet with her whole staff once per semester.

Dr. Manning reports that he believes that the communication both among and within the different departments is for the most part effective; however, he realizes there is always room for improvement. This is illustrated by the fact that 18% (3 agree, 8 disagree, 6 no knowledge) of the respondents in this area agree that their Vice President effectively communicates with the senior leaders in this area, Only 18% of the respondents (3 agree, 10 disagree, 4 no knowledge) reported that the senior leaders within this area effectively communicated with each other so as to meet the mission and goals of the institution. From interviews and surveys conducted with the Assistant Vice President and Coordinators within Student Development, there is a definite sense that while the Assistant Vice President forwards issues, concerns, and feedback to the Vice President there is a lack of consistent consideration and response from the Vice President. Additionally, 18% (3 agree, 13 disagree, 1 no knowledge) (3 out of 17) agree that they are well informed about the decisions made by their Vice President.

A few comments from the Faculty & Staff Survey suggest that the departments within Student Development communicate only informally, resulting in lack of knowledge pertaining to each other's areas. This is supported by the fact that 29% (5 agree, 9 disagree, 3 no knowledge) of the respondents within Student Development agree

that the communication methods currently being used to inform departments within the area about the development and structuring of programs are effective. However, the respondents from the survey within the Student Development area indicated that they have a satisfactory working relationship with their immediate supervisor. In fact, 62% (10 agree, 6 disagree) agree that their immediate supervisor communicates information quickly and effectively. Additionally, 82% (14 agree, 3 disagree) agree that their immediate supervisor is approachable with comments, questions, and suggestions regarding day-to-day operations.

Based on the results of the Faculty and Staff Survey and the comments from the comment section of this survey, there appear to be concerns college-wide that Student Development in its present structure is not effective in implementing the necessary programs for a college like SUNY Orange. Furthermore, communication within this area is a significant concern.

OFFICE OF ADMINISTRATION

In the Vice President of Administration's (VPAD) area, some minor changes included 1) the loss of a Coordinator of Business Services position whose functions were given to the other directors in that area, and 2) the addition of Institutional Research to this area in 1997. In the Vice President of Administration area, 74% (14 agree, 1 disagree, 4 no knowledge) reported that the current organizational structure of this area was effective in implementing the programs and services within this area. Twelve of the 19 respondents to the survey feel positive about the structure in their organization (See Appendix 4).

The VPAD utilizes a combination of informal meetings, monthly staff meetings, and, for some, daily conversations (Comptroller, Human Resource Officer). He believes that his staff will contact him whenever needed. He also schedules 1-2 annual visits to each of the areas under his supervision to spend a ½ day with his staff. Sixty-seven percent of the area's respondents (12 agree, 3 disagree, 3 no knowledge) reported that the senior leadership within this area effectively communicated with each other so as to meet the mission and goals of the institution.

The Vice President for Administration, Mr. Daniel Bloomer, has been in this position since August of 2001. In the Faculty and Staff Survey, 50% (93 agree, 23 disagree, 66 no knowledge) of the total respondents and 74% (14 agree, 1 disagree, 4 no knowledge) of the respondents from this area reported that the current organizational structure of this area is effective in implementing the programs and services within this area

Mr. Bloomer has made strides in developing, managing, implementing, and assessing the major services in his area. These strides are accomplished as a result of his management and communication skills in working both within his area and with the college community. Examples of these accomplishments include, biweekly staff meetings, visits to each of his departments twice yearly, his open-door policy to his managers and staff, and instituting the Vice Presidential breakfasts. Thirty-seven percent (7 agree, 2 disagree, 10 no knowledge) of the survey respondents from this area reported that their vice president was effective in communicating with senior leaders within this area. Thirty-nine percent (7 agree, 7 disagree, 4 no knowledge) reported that they were well informed about the decisions that are made by their vice president. Seventy-nine

percent (15 out of 19) agree that their immediate supervisor is approachable with comments, questions, and suggestions regarding day-to-day campus operations.

Although the current Vice President of Administration feels that communication is adequate for his area, he also feels that some improvements can be made. He feels that the Cabinet communicates fairly well within itself. He recognizes that he does not meet with the President regularly, given the nature of his vice presidential position, but he does not feel he needs to because he has access to him whenever needed. He feels that communication with the College Governance System could be improved, possibly by having the Vice Presidents attend the Governance Executive Committee meetings every one to two months. He feels communication between the different Vice Presidents' areas could also improve by first discussing issues among themselves before broadcasting them to the college community. He also feels that the Administrative Council meetings should take place more often with a pre-determined agenda; however, they should be shorter in length.

INSTITUTIONAL ADVANCEMENT

In the Institutional Advancement area, in the late 1990's, the College employed a Director of Marketing, a Director of Grants and Development, and an Assistant Director of Grants and Development. A Vice President of Institutional Advancement (VPIA) position has since been created, and this position oversees a Coordinator of Grants, Coordinator of Communications, and Coordinator of Advertising and Publications (See Appendix 1). The VPIA states that he feels that development activities go hand-in-hand with special events and that marketing must be involved. He reports that the structure is working well in achieving his area's mission and goals. In the Institutional Advancement

area, of the five who responded to the survey, one agreed that the administrative structure was effective in implementing the programs and services within the area while four disagreed.

The VPIA utilizes a combination of staff meetings, individual project meetings, and informal conversations to meet with his staff. Given the nature of his staff (three coordinators, one technical assistant, and one secretary), it is his belief that these methods work well. He notes some difficulty in communication between marketing and development, however, and attributes this to the fact that both are not located on the same floor of Morrison Hall. Forty percent of these respondents (2 agree, 2 disagree, 1 no knowledge) reported that the senior leadership within this area effectively communicated with each other so as to meet the mission and goals of the institution.

Given the nature of the area, and its integral role in public relations, additional survey information will be included here, in relations to public relations. Twenty-six percent of all survey respondents (46 agree, 34 disagree, 95 no knowledge) reported that the Office of Institutional Advancement was effective in implementing the marketing plans, as they currently existed, to help develop a broader student base. In addition, 29% of all survey respondents (51 agree, 35 disagree, 90 no knowledge) reported that the Office of Institutional Advancement was effective in implementing the marketing plans, as they currently existed to help ensure greater public support of college activities. Seventy-two percent of all survey respondents (104 agree, 28 disagree, 44 no knowledge) reported that the Office of Institutional Advancement has effectively created and managed an accessible web presence for SUNY Orange. Twenty-four percent of all respondents (41 agree, 37 disagree, 95 no knowledge) reported that the Office of

Institutional Advancement has established effective working relationships with the faculty/coordinators/department chairs while 12% of all respondents (21 agree, 13 disagree, 140 no knowledge) reported that the Office of Institutional Advancement has established effective working relationships with student services.

COLLEGE GOVERNANCE

The College governance body is known as the College Assembly. This body, which meets once monthly, consists of all of the full-time faculty, staff, and administrators. A more complete description of its organizational structure, function and make up can be found in Standard 4. It is a representative body that plays a role in College communications and decision-making, however, and the President of the College sits on the Governance Executive Committee (See Appendix 1). Concerns about communications were identified in the faculty/staff survey; 26% of all respondents (47 agree, 52 disagree, 79 no knowledge) reported that there was good communication between college governance and the Cabinet.

ADMINISTRATION OF COMPUTER SERVICES

Since a major mode of communications and tool for providing learning and administrative services at the College is through technology, especially computers, it is worthwhile to look at the administration of this area. Both the Office of Administration and the Office of Academic Affairs provide technical computer services. The Department of Technical Services (under Office of Administration) oversees all computer technology on campus. It installs new computers and maintains faculty and staff computers; maintains the Technical Writing Lab and IBIG labs on the Middletown

campus, all computer labs at the Newburgh Extension Center, the Student Success Center, and the Computer Center; and handles all programming and reports.

The Academic Computer Technicians (under Office of Academic Affairs) maintain the day-to-day operations of the student computer labs, all Macs, CIS/Math/Comp Science faculty computers, and the server for Distance Learning. Both the Director of Technical Services and the Coordinator of Academic Technicians hold regular meetings with their respective staff members. Each of these individuals report that they communicate with each other biweekly regarding the immediate needs of the college. No formal meetings are held with the collective groups as a whole to discuss college needs and plans.

Written surveys were provided to staff members of both areas, with 8/11 responses returning. Survey responses for the staff members of the Department of Technical Services indicated that communication regarding decision-making took place in the Department of Technical Services staff meetings. These staff members also reported that their communication with the academic technicians was limited to when they were assisting them when the need arose. Two staff members expressed concern with the current organizational structures responsible for providing technical services at the College. The Director of Technical Services reports that he communicates directly with the Coordinator of Academic Technicians. He also reports that his technicians communicate with any academic technicians who would be impacted by the activities of his office. The academic technicians, however, all voiced concern regarding communication between the two areas. They reported that they frequently found out about changes after they occurred, felt that their suggestions were not taken into

consideration, and indicated that their input was not sought regarding plans and changes in technical and computer infrastructure on campus.

RECRUITMENT AND RETENTION OF ADMINISTRATORS

All College positions are advertised widely within and outside of the College. In addition to print advertising in the *Chronicle for Higher Education*, *Community College Weekly*, the *Times Herald Record*, *Affirmative Action Register*, *Hispanic Outlook* and *Black Issues in Higher Education*, a number of web-based sites are used. Interested applicants my gather additional information about the College by perusing the College's website, which includes a benefits page.

The College screens all applicants through a search process. This search process is outlined in the College's Affirmative Action Manual (available on site) that was adopted by the Board of Trustees in February 2002. The search committee makes recommendations to the appropriate Vice President who makes the final hiring decision. In the case of a search for a vice president, the search committee makes recommendations to the President who makes the final hiring decision. The Board of Trustees must approve all appointments.

Changes to the candidate screening process include travel and hotel reimbursement for those candidates who travel from out-of-state. Candidates are now provided with a newly developed interview packet that includes the history and facts about the College, the College's benefits package, and a tour guide of the Hudson Valley area, as well as other information. This package provides candidates with a well-rounded overview of the College and the surrounding area and can aid qualified candidates from outside the area in choosing the College as his/her employer.

According to the Faculty/Staff survey of 2002, 43% (80 agree, 63 disagree, 36 no knowledge) of the survey respondents agree that the College effectively recruits qualified administrators. Thirty-two percent (57 agree, 70 disagree, 51 no knowledge) feel the retention rate of administrators is satisfactory. The survey also indicated that 14% (25 agree, 54 disagree, 99 no knowledge) of the respondents reported that the College provided adequate training for its administrators and that 11% (21 agree, 80 disagree, 16 no knowledge) of the respondents reported that the College sufficiently funds professional development activities.

SUMMARY

Strengths
- The College instituted some new tools for evaluating department chairs, Staff and Chair employees, and management/confidential personnel.
- The majority of respondents feel that the College has high academic standards.
- All departments (excluding Student Development) feel they are involved in the planning process.
- The College instituted an Affirmative Action Manual.
- The College developed an interview packet for candidates interviewing for positions that provides a comprehensive overview of the College and the surrounding area.

Concerns
- Communication within and between the areas of Student Development, Academic Affairs, Institutional Advancement, and Administration, especially related to planning and budgeting, is not as effective as it should be.
- The College lacks well-coordinated technology planning between Technical Services and Academic Technology.
- Professional development, especially the orientation and mentoring of new faculty, is not as effective as it should be.
- The planning process and outcomes need to be better communicated. Student Development in particular lacks adequate communication between all levels in this area.
- Organizational structures in Academic Affairs and Student Development have not been assessed for effectiveness.

RECOMMENDATIONS

1. Establish a regularly scheduled periodic assessment of organizational structures in all areas, especially Academic Affairs and Student Development.

2. Distribute organizational charts of upper level management to the college community via the web, college catalog, faculty handbooks, etc.

3. Create e-mail and voice mail access for all employees, and require its utilization.

4. Distribute the Cabinet Agenda to the College community via college e-mail. (Completed, as well as distribution of minutes)

5. Assess the effectiveness of the current mail distribution system.

6. Develop a comprehensive staff development program, to include mentoring.

7. Improve communications at and between all levels for Student Development.

8. Improve communication between the offices of Academic Affairs and Student Development.

9. Create a clearly communicated process to establish or redefine administrative positions.

10. Improve the effectiveness of technology services.

Editor's Note: In reference to **Recommendation 1,** *as of Fall 2003, efforts towards reorganization of Academic Affairs are underway. The VPAA will be presenting the proposed reorganization to the Board of Trustees at the February 9, 2004 Board Meeting, with plans to fully implement the reorganization by the start of Fall 2004.Updates on the progress of this reorganization will be available at the time of the site visit. Also,* **Recommendation 4** *was implemented in Fall 2003 with both the Cabinet Agenda and the minutes distributed college-wide by e-mail.*

STANDARD 6: INTEGRITY

Overview

Charged with reviewing the College's degree of adherence to ethical standards, the Integrity subcommittee had a set of charges that was probably broader than most. This group looked into virtually every area of College life. The following narrative summarizes the sub-committee's findings but it is the list of Strengths, Concerns and Recommendations that are at the heart of the analysis. The subcommittee found that, in general, SUNY Orange does indeed "demonstrate adherence to ethical standards and its own stated policies" and is committed to fostering a climate of integrity and respect, expressed in a spirit of service to students and the community at large.

First, the College is fortunate to employ a professional, dedicated faculty and staff. Our comprehensive review of ethics at this institution indicates that college personnel pride themselves on maintaining high ethical standards, in most cases not only adhering to published College policies and procedures, but also embodying the spirit of integrity and ethical conduct upon which those policies and procedures are based. Policies regarding hiring, evaluation and dismissal of College personnel are generally clear, consistent, and accessible and adhere to policies of non-discrimination, equal opportunity, and affirmative action. Furthermore, issues of student conduct and student grievances are handled in a clear, consistent, and equitable manner in keeping with a detailed and widely distributed Student Code of Conduct. In a survey recently conducted of faculty and staff for this self-study, 91% (170 agree, 10 disagree, 2 no knowledge) of respondents indicate they like working here, suggesting that College personnel feel fairly and equitably treated. This attitude flows to students, whose responses to a similar survey suggest they are generally satisfied with College programs and services (See

Appendix 3: Fall 2002 Student Survey Results and Appendix 5: SUNY Student Opinion Survey).

Despite significant strengths, improvement is needed in a number of areas. In most cases, the problems result from a lack of, or gap in, communication. For example, the College needs to formulate, publish, and insure wide distribution of policies in several areas in order to assure clarity, consistency, and equitable treatment of all constituents. In addition, College personnel do not always make use of existing structures to communicate with one another about important issues and/or matters of policy, and sometimes, decisions are made and actions taken without due consultation of those affected. At times, this creates a feeling of compartmentalization and undermines a spirit of collegiality and respect. In addition, the College has no mechanism for formal assessment of policies, processes, and practices with regard to integrity. This could be addressed by a collaborative effort to develop a college-wide Code of Ethics, articulating shared values and providing a framework for periodically assessing the College's integrity.

Leadership

The College is directed by a representative Board of Trustees, appointed by the Governor and the County Executive, as well as a student trustee, elected by the student body. The Board meets monthly in open session, with an agenda that includes regular reports from the president of the college governance system and commentary from the public. The college community receives copies of summarized minutes of Board meetings and detailed minutes are available upon request.

Governance

The College maintains and supports a commitment to democratic principles through its governance system, which is structured to provide a forum in which the voices of faculty, staff, students, and administrators can be heard, and through which decisions about such matters as academic policy, curriculum, planning and assessment can be reached collaboratively. All members of the college community, including the administration, are required to adhere to this process.

It is the Governance structure that assures, in part, equitable and consistent treatment of different college constituencies. One example is curriculum development and improvement. This falls within the scope of the college's Curriculum Committee, a standing committee of college governance charged with reviewing all proposals for changes in the curricular offerings of the college, including new curricula and courses and major revisions of existing curricula and courses. The committee also examines and makes recommendations concerning qualitative and quantitative standards for all associate degree and certificate programs.

It has been suggested by some smaller academic departments that it is sometimes difficult to get members of their department elected to standing committees. This issue will be reviewed after the implementation the planned academic reorganization to see if this has been addressed.

Communication

The College communicates to its constituencies through a wide array of paper and electronic publications that are distributed widely and reviewed regularly for accuracy. The website, for example, is accurate, contains timely information, and is reviewed on a daily basis. Departmental pages (academic and administrative) undergo periodic review

several times a year, and the Office of Institutional Advancement's web coordinator updates the content as it is submitted.

The homepage of the website receives over 5000 page requests per day. About 6% of all SUNY Orange applications are submitted online via the College website. A feedback form is posted on the home page to which more positive comments than negative comments are posted. The College respects the privacy of its user base (does not collect "cookies") and therefore does not uniquely identify any of its visitors.

The College's major promotional piece is its Viewbook/Application. The Viewbook is reviewed and revised annually, and the College makes every effort to present a clear and accurate picture of academic programs and college life. Statistics contained in the Viewbook are culled from Institutional Research and the reports it produces as well as the college catalog. Student testimonials are current. Supplies of the Viewbook/application are mailed to all parts of our community constituency (high schools, churches, libraries, community agencies, businesses).

The SUNY Orange College Catalog contains institutional information such as the academic calendar, College mission and goals, enrollment information (including admission procedures, tuition, refund policy, scholarships), academic information (including academic programs, articulations, SUNY general education course list), degree and certificate requirements, academic support services, academic policies and procedures, student services, course descriptions, faculty, staff, maps and directions. Evidence of reasonable, continuing student access to paper or electronic catalogs can be demonstrated by the number of catalogs printed, the frequency with which they are printed, and the distribution of catalogs to College personnel and offices. These offices,

in turn, distribute the catalogs to students and the public at large. However the Information Desk, where many students request catalogs, is not supplied with catalogs. Rather, the students are redirected from the Information Desk to Admissions for the appropriate edition of the catalog. Admissions and marketing are the primary offices dealing with the catalog and its distribution.

It is the culture of the institution to take pride in the honest portrayal of its programs, services, and activities. The College Catalog and public relations press releases contain straightforward information and factual articles about the College's programs, activities and personnel. The College's paid advertisements state facts, which are supported by verifiable sources.

Student Policies and Procedures

Student-related policies and procedures involve three major items: 1) the Code of Student Conduct, 2) the Student Grievance Procedure, 3) and the Academic Grievance Procedure. The first two of these are found in the Students' Rights and Responsibilities publication and focus on behavior. The latter is located in the College Catalog in the section on Academic Policies and Procedures and focuses on academic situations such as academic dishonesty.

The Code of Student Conduct outlines the institution's expectations of student behavior on campus, students' right to due process, and the steps students may take to exercise their due process rights. The Code is published in the Rights and Responsibilities Information booklet that also includes a procedure and timeframe for the review of allegations of illegal discrimination or sexual harassment. The Student Life Office mails a postcard to all new students notifying them of the availability of the Rights and Responsibilities Information booklet on the college web site, as well as their right to

pick up a hard copy of this booklet. This document is also distributed at freshman orientation sessions and available upon request to all faculty and staff.

An initial informal stage for handling student violations of the code is outlined in the Code of Student Conduct. If students or the College wish to pursue more formal action, they have a choice in the way they wish to pursue this action, as outlined in the Code of Student Conduct student grievance procedure. All students have equal access to this process, which is handled confidentially. The Code provides for a seven-member Board of Inquiry to adjudicate student violations of the code at the formal stage. The Board includes four students appointed by the Student Senate and three faculty members appointed by the College Governance system. One of the faculty members serves as chair.

The Academic Student Grievance Procedure, found in the College Catalog, also utilizes informal and formal stages in its process. In the informal stage, the student first meets with the instructor to discuss the issue. If the matter is not resolved in a reasonable amount of time, the student then takes the matter to the department chair. Again, if the matter is not resolved at this level, the student may take the matter to the Assistant Vice President for Curriculum and Instruction. If not resolved, the matter may then be taken to its formal stages, which includes the involvement of the Vice President for Academic Affairs and, if necessary, appeals to an ad hoc Committee for Student Grievances. This committee consists of two students appointed by Student Senate, one full-time faculty from the department/discipline involved, one full-time faculty from a different department/discipline, and an appropriate administrator. The appeals process ends with a final appeal, if necessary to the College President, whose decision in the matter is final.

Disciplinary Procedures

According to the Vice President for Student Development, the preponderance of thought in college judicial affairs as a profession today is that when problems occur on campus, institutions should focus on alleged misconduct, not on assessing students' conditions of mental health. Existing disciplinary procedures for the College are able to address problematic behaviors, whether or not they stem from mental health issues. The Student Development Office is working to stay abreast of best practices in dealing with this issue.

To take action to permanently remove a disruptive student, a member of the College community would have to file a complaint, in writing, against the student. If immediate action is necessary, the faculty or staff person may have the student removed and follow up with the appropriate documentation. The Vice President of Student Development determines whether the alleged conduct constitutes a possible violation of the Code of Student Conduct. If so, the case proceeds to informal and/or formal adjudication of the matter. The VPSD judges whether an interim suspension is necessary a) to insure the safety and well-being of members of the College community or to preserve College property, b) to insure a student's own safety or well-being, or, c) if a student poses a threat of disruption or interference with the normal operations of the College.

Emergency protocol and procedures are in place, however, emergency procedures for responding to disruptive student behavior are not well publicized. The ad hoc Committee on the Code of Student Conduct is currently working on this situation.

Human Resources

Hiring:

The College follows a policy of non-discrimination, equal opportunity, and affirmative action, in hiring faculty, professional staff, and support staff, following EEO and Affirmative Action principles. C.S.E.A. support staff hiring is also governed by the rules and regulations of the New York State Civil Service Law. Evaluation and dismissal of C.S.E.A. members are subject to procedures stated in the C.S.E.A. contract.

The process and policies for hiring are overseen by the Department of Human Resources, which convenes appropriately representative search committees for each available position. Each search committee is familiarized with written search committee guidelines and develops evaluation criteria and interview questions which conform to the ethical guidelines of the institution. The appropriate administrator interviews finalists from a list forwarded to the Human Resources Officer by the Search Committee, and recommends a final candidate to the President of the college.

However, some positions are filled and special assignments providing stipends and/or course load redefinitions are granted without making these opportunities available to the rest of the college community. For example, for this Middle States self-study, both the co-chairs and the editor were selected without any prior announcement to the college community of the availability of these positions. In addition, over the past ten years, positions assisting the Vice President for Academic Affairs have been variously defined and filled without following a consistent practice of announcing the position to the college. While this may be within a Vice President's purview, a climate of fair and impartial practice is better served if all members of the college are given an equal

opportunity to apply to earn stipends, have their course loads redefined, enhance their chances of promotion, and/or grow professionally.

Evaluation, Promotion, and Dismissal:

Orange County Community College is a unionized environment in which three separate bargaining units operate: The Faculty Association, The Staff & Chairs' Association, and the Civil Service Employee's Association, Inc. The current contracts with the three bargaining units have become the de facto handbooks for their bargaining units. A Promotion/Retention/Tenure (PRT) process and evaluations do exist for faculty, chairs and coordinators, based upon the procedures with the appropriate bargaining unit's contract. However, there is no current official Faculty or Staff handbook distributed to all employees of the college. The last published Faculty Handbook was issued in the 1988-89 academic year.

__Faculty__ - College faculty are governed by procedures presented in the Faculty Association Contract. Copies are distributed to each faculty member and are available in the Learning Resource Center (LRC). These descriptions are accurate and clear and there is an appropriate association to which items in need of clarification can be brought. Retention, tenure, and promotion of faculty are handled according to guidelines published in the Faculty Association Contract and developed by the individual departments and are administered by the College-wide Promotion, Retention, and Tenure Committee (PRT), which makes recommendations to the President of the college.

A relatively new component to the PRT process for faculty is the requirement for department chairs to numerically rate faculty performance in several areas. According to representatives from four academic departments representing more than 50 full-time faculty, discussions at department meetings indicate that the current requirement for

faculty self and peer numerical ratings as part of the evaluation process is generally viewed as arbitrary and a contributor to an unnecessary competitive tension among colleagues. While concerns exist over this particular instrument in the PRT process, according to the Faculty/Staff survey of all Academic Affairs respondents, 51% (52 agree. 30 disagree, 19 no knowledge) agree that the PRT process is fair and 51% (52 agree, 21 disagree, 18 no knowledge) agree that the PRT process is fairly administered. Furthermore, 60% of the faculty respondents (41 agree, 24 disagree, 3 no knowledge) agree that the PRT process is fair and 54% (37 agree, 29 disagree, 2 no knowledge) agree that the PRT process is fairly administered.

The results of a faculty member's evaluation are shared with the candidate by the department chair, and he or she has the opportunity to respond to the summary or any part of the documentation provided. Official notification of denial of promotion comes by way of a form letter. While the current VPAA also has been meeting with unsuccessful candidates, this constructive practice has not been formalized in writing as a required part of the process.

__Chairs__ - The 1999-2003 Staff and Chairmen's Association contract outlines the procedure and schedule for professional staff evaluation and review. It also outlines steps to be taken should a professional staff member's performance be unsatisfactory. There is also provision in this contract for a professional staff grievance related to the evaluation. The college, however, reserves the right to abolish a position at the end of an academic year, or take action to protect the safety and security of the campus. Moreover, there is not a timeframe for rectifying problems identified in an evaluation outlined in the contract.

A new procedure for the evaluation of department chairs has recently been developed by the Vice President for Academic Affairs and was applied in a pilot trial during the 2001-2002 academic year and has been implemented beginning 2002-2003. The Faculty Association negotiated as a contract sidebar the right to have input into chair evaluations. As a result, faculty complete and sign evaluation forms for their respective chairs; however, controversy exists regarding the confidentiality of evaluators. The Faculty Association is concerned about the potential for retribution while the chairs are concerned about preserving due process.

__Coordinators__ - During the 2001-2002 academic year, a work group was charged with developing an evaluation procedure for academic coordinators. Progress was made, but formal guidelines and procedures are not yet implemented for coordinators, due to ongoing labor negotiations.

__Other Administrators and professional staff__ - College administrators report to an administrative supervisor who is responsible for monitoring job performance and conducting periodic evaluations. Organizational charts outlining the administrative structure of College departments (academic and non-academic) have recently been revised and published (see Standard 5). Management Confidential personnel are usually evaluated by the Vice Presidents to whom they report. Telephone interviews with three management confidential employees indicate that the process for and frequency of evaluation varies from area to area. The President evaluates Vice Presidents. The President's contract states that the President is subject to evaluation by the Board of Trustees.

<u>Grievances:</u>

The three governing contracts are explicit in their definition of and procedure for filing and resolving grievances. The contracts are negotiated and ratified by the associations' respective members, and therefore it is presumed that each union is satisfied with the equity and parity built into their respective grievance procedures.

The grievance procedures for all three bargaining units are negotiated contractual items. If problems arise, they would be discussed in a Labor Management Committee and/or would be renegotiated between both parties of the contracts. There is no formal, public report made to the college community regarding the nature of and number of grievances per year. The vast majority of grievances in the Faculty Association are handled informally, but no statistics are available. The Faculty Association President reported that there has been no increase in the number of grievances in the past few years, and it is her perception that the college has a low rate of grievances. The Staff and Chair Association President reported that 1 - 2 grievances per year are made to that bargaining unit. In all three contracts, formal stages and procedures are explicit with definitive timelines to ensure prompt settlement of grievances. The clearly defined timetables demonstrate equitable and appropriate treatment of constituencies.

Conflict of Interests

The institution adheres to strict written policies regarding procurement of services and goods that prevent conflicts of interests. In the area of staffing, however, some faculty, staff, and administrators hold more than one position, either permanently or for extended periods of time, thereby facing potential ethical conflicts. For example, the Spring 2003 listing of academic appointments lists five people holding concurrent

appointments and some administrators hold two positions or serve two roles. The college

does not have a specific written policy addressing that kind of occurrence.

Teaching Policies

All faculty are required to distribute course outlines and syllabi with common key

elements, detailing for students the nature of the course, required and recommended

course materials, assignments, attendance policies, grading policies, types & schedule of

evaluations, withdrawal policies, and accommodations for the disabled.

In an effort to keep students informed of the academic policies pertaining to them,

the Academic Policy committee of college governance routinely works to make sure that

the Academic Policy Manual and the College Catalog are consistent in their presentation

of academic policies and procedures.

In addition, the College Catalog has a comprehensive list of Policies and

Procedures. These include:

Student Rights
- The College supports and publishes in the College Catalog the 1968 Joint Statement on Rights and Freedoms of Students, published by the American Association of University Professors.

Student Records
- As stated in the College Catalog, "all student records are maintained and made available in accordance with the federal Family Educational Rights and Privacy Act [FERPA] of 1974". A workshop presenting FERPA guidelines and requirements was presented to faculty and staff in August 2002.

Non-discrimination & Equity
- The College adheres to principles of non-discrimination and equality of opportunity for all students and employees, and provides an Affirmative Action Hearing Officer to oversee any potential complaints in this regard.

Religious Observances
- The College has developed and publishes in its catalog a non-punitive attendance policy for those students, faculty, and/or staff who are unable to attend class or work because of religious observance.

Sexual Harassment & Intimidation

- The College is committed to "maintaining a workplace and learning environment free of sexual harassment and intimidation." An Affirmative Action Hearing Officer is available to investigate and deal with any complaints of this nature.

Academic Dishonesty

- While there are academic dishonesty policies in place, some faculty have expressed concern that academic dishonesty among students is increasing; individual departments address this in different ways.

Academic Inquiry

SUNY Orange fosters a climate of academic inquiry and engagement and is committed to protecting intellectual property rights. The College's Mission and Goals statement states, "The college environment provides personalized attention, equity and diversity, and a sense of community *under the principles of academic freedom*" [emphasis added]. Seventy-four percent of respondents from Academic Affairs (90 agree, 9 disagree, 23 no knowledge) agree that institutional policies allow for a climate of academic and intellectual freedom. In addition, the Faculty Association contract contains a statement on academic freedom protecting a faculty member's freedom of expression in the classroom with regard to material that is germane to the course. It also protects faculty members' right to conduct research and publish results as long as such activities do not interfere with the adequate performance of their regular duties. In addition, the following indicate that the College maintains a healthy climate for academic inquiry:

- The Faculty Association contract states that faculty have the right to select textbooks to be used in the courses they teach. The contract also provides for direct dispersal of faculty development funds to the faculty.

- Absent budgetary constraints, academic departments provide up to $150 per faculty member per year for conference attendance.

- Guidelines are provided for the acquisition of up to nine credits (equivalent to graduate credits) toward promotion.

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- Absent budgetary constraints, the Faculty/Staff Development Committee disperses funds to faculty and full-time professional staff for coursework, conferences, and special projects.

- Faculty and professional staff members may apply for sabbatical leave to pursue academic and/or institutional projects. Sabbaticals have not been awarded for two years, however, due to budgetary constraints.

- The Cultural Affairs Committee plans a yearly program of cultural events representing a variety of perspectives and points of view and which reflect the academic mission of the college.
- In August, January, and May, time is available for the Vice President for Academic Affairs and/or other college administrators to offer workshops for faculty and staff on topics of intellectual and academic interest.

Academic Climate

The College seeks to keep new and experienced faculty up to date with changes in student rights and responsibilities, non-discriminatory practices, student support services, grievance procedures, and principles of shared governance. All faculty and staff are required to participate in at least one workshop annually organized around areas of concern with regard to effective teaching and learning. Topics have included cultural sensitivity, plagiarism, diverse learning styles, classroom civility, and appropriate support and accommodations for the disabled. Additional workshops for faculty and staff have been offered in such areas as leadership training, technology, distance learning, customer service, and community relations. Periodically, the college also offers special workshops on artistic, cultural, and historical topics to which the public is invited.

Although the last Faculty Association contract largely rectified past inequities in faculty salary levels by establishing minima for each rank, gross inequities in salary and benefits still exist between day and evening adjunct faculty. See Standard 10: Faculty for details.

SUNY Orange enjoys a strong institutional commitment to a climate of respect, as evidenced by a variety of policies, programs, and initiatives. Forums exist for the exchange between students, faculty, staff and administrators for a range of backgrounds, ideas, and perspectives. These include College Assembly and governance committees, Student Senate and clubs such as the International Forum, and Vice Presidents' breakfasts. Our liberal arts and general education curriculum seeks to broaden students' awareness of a range of other cultures and ideas. The following support the premise that there is a climate of respect on campus:

- Student involvement is promoted through service in the Student Senate, in clubs, on governance committees, and as a student trustee on the Board of Trustees.

- The College Governance System is based on a philosophy of broad constituent involvement, including students, faculty, professional staff, support staff, and administration.

- A variety of workshops for faculty and staff have focused on the rights and responsibilities of various special needs populations.

- The College supports special programs for returning adult students, such as the Center for Lifelong Learning (CALL), and for seniors with the Encore program, an Elderhostel-type series of courses and special events for seniors.

- The College maintains a number of traditions that contribute to an overall climate of respect. For example, during the Commencement ceremony diplomas are presented to each student by name; honors are applauded; and graduates recess through a corridor of congratulatory faculty and staff.

Furthermore, all three governing contracts (which function as guidelines for the workplace environment) contain language that expresses the desire to have a civil and collegial work environment. They have in place informal conflict / problem resolution as the first step in the grievance process thereby implying a strong commitment to an atmosphere of collegiality.

Assessment of Policies, Processes and Practices

The College has no mechanism for formal assessment of policies, processes, and practices with regard to integrity. This could be addressed by a collaborative effort to develop a college-wide Code of Ethics, articulating shared values and providing a framework for periodically assessing the College's integrity.

Finally, the College needs to articulate a vision for the future, reaffirm its mission, and promulgate policies and procedures that represent ethical standards of the highest order. This is especially important in light of ongoing turnover in administration and the arrival of a new president. In particular, the College needs to better foster and support intellectual inquiry and engagement, remaining true to its mission to serve as an academic and intellectual beacon for the community.

SUMMARY

Strengths
- The governance system includes all faculty and professional staff, with student and support staff participating on many standing and ad hoc committees. In addition, the Student Trustee, elected at large by the student body, is a full voting member of the Board of Trustees.
- Award-winning college recruitment publications and mailings are comprehensive, and components are accurate and timely. The Orange County high school guidance community provides feedback on the effectiveness and accuracy of the College Viewbook/application and other brochures containing program information/applications (i.e., College Experience Program, 24 Credit Hour Program).
- The College has adopted and publishes a well-reasoned code governing student conduct. This code is detailed in the Student Rights and Responsibilities Information booklet, which is revised and published annually, and offers a comprehensive explanation of all rules and regulations related to student conduct.
- Generally clear, consistent, and accessible policies, procedures, and instruments related to the hiring, evaluation, and dismissal of College personnel exist and are periodically assessed and revised. For faculty and most professional staff, the evaluation and promotion process is objective and multi-dimensional.
- Moreover, efforts exist to improve hiring and evaluation for faculty, department chairs, and academic coordinators. These include the faculty PRT Advisory Committee (Spring 2001), development of the Affirmative Action Manual (January 2002), pilot evaluation of department chairs (Spring 2002), efforts to

develop a consistent evaluation process for academic coordinators, and standardization of search procedures.

- All three contracts emphasize solution to problems during the informal stage of grievances, thus fostering a climate of civility and reinforcing collegiality in a non-contentious environment.
- Faculty members have input into the evaluation process in which they will participate.
- Individual faculty members and departments feel free to pursue academic projects and sponsor departmental or college-wide programs.

Concerns
- Members of small academic departments may not have equal access to open positions on standing committees due to a disparity in the numbers of those voting to fill vacant positions.
- No formal process exists to make sure new administrators are familiar with the requirements of the Constitution and By-Laws of the College Governance System.
- Communication systems have to be addressed so that announcements and other important college information reach all segments of the college community.
- Emergency procedures for responding to disruptive student behavior are not well publicized.
- No current Faculty & Staff Handbook exists; the Academic Policy Manual makes reference to a policy on academic freedom contained in this non-existent "Faculty Handbook." In addition, no handbook exists for Department Chairs.
- Some web pages are not updated as often as they should be due to limited resources in the Web office or to the failure of departments to submit updates and information to the web coordinator's office in a timely manner.
- The catalog is presently available on-line in PDF format only. Ideally, the catalog should be thoroughly indexed which would make it much more navigable and potentially interactive.
- The recently instituted practice for evaluating department chairs is not supported by the Faculty Association because it lacks anonymity for faculty members filling out the evaluation instrument.
- All Academic Coordinators are not evaluated, and common criteria are not applied to those who are. An effort in A.Y. 2001-02 to develop an evaluation procedure and instruments has not yet been completed due to ongoing contractual negotiations.
- While procedures for termination, notification and reappointment are clearly defined for faculty, department chairs, and professional staff, the current Staff and Chairman's contract does not specify a time frame within which employees may remedy deficiencies.
- Some management confidential employees are not evaluated, and others are evaluated irregularly.
- Some positions at the College are filled with little or no public notice of the opportunity, thus denying some members of the College community equal opportunities for professional development and advancement.

- The new numerical rating form now required for faculty evaluations is difficult to apply and interpret, and is not normalized across campus. For those and other reasons reflected in department minutes and memos to the President and PRT committee, the mandatory use of numerical ratings is not fully supported by faculty.
- Although the current VPAA is meeting with unsuccessful promotion candidates, formal notification of denial of promotion comes by way of a form letter. The current practice of meeting with unsuccessful candidates should be written formally into the process.
- Some areas of the Staff & Chairs' contract related to promotion, evaluation and compensation, such as promotion within grade, PRT or supervisory evaluation, and compensatory time show potential inequities.
- The college does not have a written policy addressing potential conflicts of interest when an employee serves two functions and/or has two separate job descriptions and a potential conflict of interest could arise.
- The College lacks a clear, visible and readily available statement on academic freedom in both the Faculty Contract and the Staff and Chairs' Contract, the latter of which contains no reference. The most complete statement on academic freedom appears in the Appendix of the Faculty Contract but is not referenced in the table of contents.
- Inequities in salary, benefits and promotions still exist between day and evening adjunct faculty, portraying the college as unfairly discriminating against evening faculty performing the same work as their day colleagues. There is no written policy in place guaranteeing automatic promotion from instructor to assistant professor for evening adjuncts as there is for day adjuncts.
- Other than the Middle States review process, no formal assessment of policies, processes, and practices with regard to integrity takes place. The administration has not always made use of the governance system or other representative body to review new policies, policy changes or actions, such as reorganization or reassignment of responsibilities, until urged to do so because of the potentially broad impact of such decisions.
- In the past, there has been a lack of consistency in the way salary levels for vacant positions are communicated in vacancy notices. Some are advertised as fixed, some are unspecified, and some are listed as salary ranges [Exhibit 52]; the reasons for such lack of consistency were not clearly communicated.

RECOMMENDATIONS

1. The Executive Committee should continue to address, through the Executive Committee, ways in which members of small departments can gain improved access to elected positions on standing committees.

2. Strengthen the lines of communication between the College Cabinet and college governance. (As of Fall 2003, the Governance president attends one cabinet meeting per semester)

3. Institute, via the Governance Executive Committee, a practice of orienting new administrators to the details and requirements of the Constitution and By-Laws of the College Governance system.

4. Provide for a clear, visible and readily available written statement on academic freedom in both the Faculty Contract and the Staff and Chairs' Contract and the Academic Policy manual.

5. Require total participation by all employees of the College in a comprehensive system of communication, (e.g. e-mail, website, voice mail and intercampus mail), and provide total access in order to increase communications of announcements and other important College information.

6. Develop an emergency protocol and an "alert team" or "crisis response team" made up of professionals on campus who have the expertise to deal with student behavior crises. (18) Educate the college community on emergency response procedures for disruptive and/or dangerous student behavior.

7. Develop a Faculty & Staff handbook and a Department Chair Handbook, to be updated annually and distributed widely.

8. Develop and expand the College website to provide timely updates of information, provide an indexed online version of the catalog, and provide for navigational ease and effectiveness; develop uniform standards for department and office web pages.

9. Take steps to ensure that all students know where and how to access the College Catalog.

10. Revisit the process for evaluating academic department chairs in order to develop a way that faculty can contribute in a meaningful way without fear of repercussions while also preserving due process. Recognize, discuss openly, and resolve the difficulties with the present system.

11. Develop and implement the evaluation of Academic Coordinators.

12. Clarify the evaluation process for professional staff, including specifying a time frame within which employees may remedy their deficiencies.

13. Develop a standardized, regularly scheduled evaluation process for Management Confidential personnel; establish clear review procedures for administrative personnel.

14. Announce and make available applications to all College personnel for all vacancies at the College, including special projects and professional development opportunities, before they are filled. Announce new or redefined positions which

are to be filled internally so that qualified members of the College community may indicate their interest and receive due consideration.

15. Review and discuss the current evaluation directive from the Vice President for Academic Affairs requiring the use of numerical ratings by peers in faculty evaluations; address concerns, through labor-management communications, regarding the philosophy and use of such a system.

16. Formalize in writing the current Vice President for Academic Affairs' practice of meeting personally with each unsuccessful candidate for promotion, retention or tenure to explain the decision.

17. Provide a mechanism for promotion within the grade for professional staff; reexamine offering compensatory time to professional staff grades III and IV.

18. Avoid appointing individuals to concurrent assignments that present potential conflicts of interest, but also develop a plan and written policy that 1) delineates how such potential conflicts of interest will be handled and 2) identifies the person responsible for monitoring the plan.

19. Establish a college-wide program of departmental orientations and mentoring for adjunct faculty.

20. Address and correct the issues of inequity between day and evening adjuncts, including pay and promotions opportunities.

21. Promote a continuing college-wide discussion of academic dishonesty and ways in which we can nurture a climate of academic integrity.

22. Strive to preserve and enhance a climate of respect among all members of the College community, as the College moves forward under changing leadership.

23. Sponsor more structured opportunities for faculty, staff and administration to work together on issues benefiting the college as a whole, such as the successful Leadership Conference of May 2002.

24. Establish programs (i.e., retreats, mentoring, faculty lounge, interdepartmental social events, faculty colloquia) involving the administration, governance system, and faculty, staff and CSEA associations and aimed at fostering a sense of community and commitment to the College as a whole.

25. Consider the development of an institutional Code of Ethics and provide for the periodic assessment of issues related to integrity; develop a periodic assessment of honesty, clarity, and consistency of institutional policies and practices that also becomes integral to the fabric of institutional procedures.

STANDARD 7: INSTITUTIONAL ASSESSMENT

Overview

Institutional assessment for Orange County Community College separates assessment into the areas of Academic Affairs, Administrative Services, Institutional Advancement, and Student Development. At this time, the academic departments seem most involved in real assessment. Other areas of the College rely primarily on the planning process to communicate needs and effectiveness.   The goal of academic assessment is to use departmental assessments in the development of academic plans (initiative, refinements), which drive budget requests and allocations. To further that goal, the College Wide Assessment Committee, a governance standing committee, was established in May 1993. The assessment procedures are detailed in a SUNY Orange document, "College Wide Assessment Handbook for Academic Departments" (see Appendix 18). Their charge has continued to be refined over the years to the point where the charge now reads:

A.   To develop and maintain an appropriate academic/office assessment procedure
B.   To provide guidance and assistance during the assessment process as needed
C.   To review with vice presidents, the final assessment results, including recommendations

As a governance standing committee, the College Wide Assessment Committee (CWAC) consists of broad representation from all college constituencies: two members each from five interdepartmental academic areas, one each from Student Development and support staff, and – in an ex officio capacity – one each from Academic Affairs and Institutional Research. This committee submits annual reports to governance and abides by the Constitution & By-Laws. One of those requires written justification from the

College President for the rejection of recommendations made by standing committees and approved by the College Assembly as a whole. While the name of the committee implies its application to all areas of the College, its primary focus has been on academic assessment. However, the assessment process was designed to involve all members of the Academic, Student Development, Administrative and Institutional Advancement area. If the process is followed as designed, members of these various areas submit information to their department heads that then compile the information and write the comprehensive report. Each report then goes to the respective Vice Presidents who use the information for planning and budgeting.

The planning process itself involves some degree of assessment, as each area is required to establish annual goals and report on the achievement of goals in Action Strategy Reports. These are reviewed with the Planning Committee in the development of future planning priorities.

ACADEMIC PROGRAM ASSESSMENT

Process

The College's Academic Assessment Plan and Process demonstrates the effectiveness of academic programs by using the cyclical SUNY programmatic (5 year cycle), SUNY General Education Assessment (3 year cycle), and VPAA Snapshot Assessment (as assigned). In addition, some programs (such as those in the Allied Health areas) undergo assessments in preparation for accreditation within their professions. The SUNY Program Assessment process is in year 3 of the 5-year cycle. While there is as yet no uniform/formal method used to assess the direct and/or indirect impact of the completed assessment, informal feedback has been positive. The SUNY General Education Assessment is in the first year of its 3-year cycle, so we have no results to date.

VPAA Snapshot Assessments, when done, usually focus upon a department's specifically identified issue and may result in more immediate feedback or change. Accreditation assessments have a direct and verifiable impact via the follow-up reports and reaccreditation.

These processes are used to inform academic departments of strengths and weaknesses for the purpose of increasing and ongoing programmatic effectiveness. The Plan also identifies areas of current and future program growth and the faculty skills necessary to accommodate this growth. Academic Affairs assessment is at the beginning of its various cycles of assessment; therefore the extent to which the results are used or useful has not been assessed. Additionally, the College has no formal or required mechanism college-wide for student feedback on the academic courses they take, although some departments use student evaluations.

General Education

The College's Assessment Plan and Process demonstrates the effectiveness of general education through the procedures set in place by the SUNY General Education Assessment Review (GEAR) board, of which our current Vice President of Academic Affairs is a member. Governance created a General Education Committee to meet the assessment requirement. AY 2002-2003 was the first year of a 3-year mandated cycle that the College assessed general education; thus, the College has not yet assessed the changes made based on the initial assessments. This process utilizes the assessment results to inform us of how well the College is achieving its goals (set locally) so that modifications can be made to increase general education achievement levels directly related to student learning outcomes (See Appendix 17).

Academic Programs and Departments

The College's Assessment Process and Plan, designed to meet SUNY programmatic assessment on a five-year cycle, includes five areas for academic departments to assess (See Appendix 18). All five potentially impact upon the creation or retiring of programs and courses.

Curriculum - Assessment of programs and course offerings reveal student and community needs, interests, and enrollment trends that can inform decisions pertaining to course or program development or retirement. When surveyed, several department chairs sited this area, when assessed, was critical in changing a required elective course as well as retiring a course and developing another. This is also evaluated each year through the Planning Process.

Instructional Resources - Assessment of instructional resources, available and required, reveals information that can determine the practicality of developing and offering specific courses and/or programs. That is, it may or may not be feasible to develop courses or programs, and some might have to be retired depending upon the availability of financial resources to support personnel, purchase necessary equipment or supplies, or provide appropriate facilities.

Retention - Assessment of student retention might reveal the need to create new developmental courses or support modules or suggest the possibility of retiring existing courses of this type. Retention data also leads to modification of teaching strategies in existing courses or in pre-requisite requirements. Programs or courses enjoying high retention rates might serve as models for other programs or courses. For example, in the Business area, two AAS degree programs and two certificate programs were removed. In

other areas, the assessment of retention led to development of a new course and changes in prerequisites in the English department.

Student Learning Outcomes - As with retention, assessment of student learning outcomes may point to actions involving the development or retirement of specific courses or may determine whether programs have achieved specific learning outcomes, In the case of the latter, the results may point to courses and programs that need adjustments in order to achieve that goal. SUNY General Education Assessments may also meet this assessment need.

Staff Development - One of the five areas each academic discipline is required to address through the college's response to the SUNY Program Assessment is the area of faculty development. As a result, whenever (within the 5-year cycle) an academic department assesses this area, they are required to address past/present faculty development activities and make recommendations as to future faculty development activities for the members of that department. Assessment of staff development may reveal specific faculty or staff interests or areas of expertise that may, in turn, lead to course or program development. Conversely, if faculty or staff is unable to keep current in specific disciplines, or if the college is unable to recruit qualified faculty or staff in certain areas, it may be necessary to retire particular courses or programs.

ADMINISTRATIVE SERVICES, INSTITUTIONAL ADVANCEMENT, AND STUDENT DEVELOPMENT ASSESSMENT

While the Planning Process assesses the effectiveness of administrative, institutional advancement and student support services in meeting specific planning goals, it does not assess the effectiveness of these areas as a whole. The planning process

requires a report on goals accomplished from prior years' plans. As one means of reporting, administrative areas complete "Action Strategy Progress Report" forms during the planning process. This information is regularly "fed into" the College's overall planning process. Additionally, student surveys, particularly the SUNY Student Opinion Survey, periodically assess student's satisfaction with services. Feedback from students is obtained on an ongoing basis. To increase student input, the College is exploring new methods of surveying students, including using the Internet as an additional mechanism for students to comment upon and assist in evaluating services from this area.

The planning process requires that the individual student services and administrative offices determine areas for improvement; establish specific plans for improving these areas; describe how they will carry out these plans within a given timeline, including how the goals will be assessed for their effectiveness; and once assessed, report back to college committees as goals are achieved

LEADERSHIP AND GOVERNANCE

The College Governance system is inclusive of faculty, administrators, professional and support staff, and students with the majority of committees having representation from all these constituencies. While the system is intended to give representative voice to its constituencies, smaller departments included in interdepartmental groups with larger departments have expressed concerns to Executive Committee that their members may be limited in their ability to obtain elected positions on standing committees. All standing and ad-hoc Governance committees must submit annual reports that are reviewed and distributed to the college community by the Executive Committee. The primary means of evaluating the College-Wide Assessment

Plan by governance is through the committee chair's end of the year report, which is distributed campus wide. The Governance Constitution also requires that the President state in writing reasons for rejecting recommendations made by a committee and approved by the College Assembly as a whole.

Currently there is no formal process in place by which the College's Assessment Plan evaluates Governance and College leadership. The former President of Governance looked into this matter, developing and distributing a survey as part of the preliminary assessment before leaving office, but this work has been held in abeyance.

Administrative leadership is addressed in Standard 4: Leadership and Governance. In general, administrators are evaluated by their supervisors: for the President, this is the Board of Trustees; for the Vice Presidents, it is the President; for Management Confidential staff, it is the appropriate Vice President.

UTILIZATION OF DATA

The College Assessment Plan and Process facilitates the gathering of data from various sources (e.g., surveys, interviews, open-end questions, archival data/records. etc.). Multiple areas of the College, including the various departments, Institutional Research, Academic Services, and the Comptroller's office, generate this data. The data should be incorporated into the planning process as the College develops and refines both short-term and long-term goals. The process includes development of draft plans and ideas at the departmental level, refinement through meetings of area heads, and submission of an integrated planning document to the College planning process.

Effectiveness

The creation of the current plan and process (CWAC) was accomplished with feedback from the college community. As the plan evolved, each component was sent to

the college community for review. The College Assembly was used as a forum for comments on the plan. Comments were then reviewed by the committee and changes to the process, plan and forms used were made based on the community input.

During AY 2002-2003, CWAC conducted a survey of academic department chairs and College administrators. This survey asked the respondents to evaluate the effectiveness of the process and templates that are found on the SUNY Orange web site. The survey also asked for recommendations about the templates and what procedure faculty used if assistance was needed. At the same time, departments were asked to submit their timeline for their assessment cycle. The survey yielded critical information. The academic departments began utilizing the assessment templates in AY 2001-2002. The overall comments were positive with a few suggestions for some changes. The majority of the academic departments found the templates to be self-explanatory and flexible enough to be programmatically adapted. The chairs noted they consulted assessment committee members for questions or assistance with the process. The office of Institutional Research, Academic Services and the Registrar's office provide for quantitative data to substantiate assessments

The assessment process at the College is in its infancy, given the 3 to 5 year cyclical nature of required SUNY assessments. However, to date, the College has submitted the report on two sets of programs to SUNY for programmatic review, for which it received compliments from SUNY regarding its compilation.

Resources

In regard to current College resources supporting the assessment plan and process, assessment is accomplished solely by utilizing existing college resources via the College Governance system and the current administrative structure. No one person or office is

dedicated solely to assessment. Currently the College's assessment plan and process is under the auspices of a governance committee. While CWAC was quite actively involved in the development of the Academic Affairs assessment plan, it is not directly involved in implementing assessment, nor is it involved with the assessment of Administrative Services, Institutional Advancement, or Student Development.

The major responsibility for performing academic assessment falls upon the department chairs, whose major tasks include performing all of the various assessments that are now required. These include the annual topic for SUNY programmatic assessment, SUNY General Education Assessment, the VPAA Snapshot assessment, and, in many departments, assessments for outside agencies or accreditations. The new multiple assessment requirements mandated by the state have impacted workload for these department heads. As a result, some of the constraints the College experiences in achieving its goals in a realistic timetable are: time, money, personnel, and a culture that has not yet been fully trained on the methods and positive uses of assessment. Thus, the College may need to investigate the feasibility of granting increased load redefinitions to department chairs/coordinators for purposes of assessment. Another option might be to budget for and hire an assessment coordinator to facilitate assessment. Finally, training must take place.

Understanding the importance of assessment, and the need to better inform, educate and train the college community in the assessment process, a position was created in the area of Institutional Research to support assessment efforts. At this time, the position remains unfilled due to lack of finances to support the position.

Budget constraints obviously affect the implementation of assessment plans. The full integration of the campus in an effective assessment necessitates financial and people resources. In addition to other resource recommendations, assessment needs its own budgetary line.

SUMMARY

Strengths
- The Assessment Plan and Process is moving forward in the Academic Area. Strong support from the VPAA has helped in the development and implementation of this plan.

Concerns
- The assessment of student services, institutional advancement and administrative services as well as non-credit courses and programs is not clearly defined. While the individual areas appear to do assessments, they are only reported through the planning process and not through the assessment plan and process.
- The Student Development, Institutional Advancement, and Administrative Services areas have no specific goals and objectives other than those identified in the planning process.
- Several departments do not fully understand the assessment process nor have a comprehensive plan. Some departments do understand but do not have a process in place.
- No formal process exists for the assessment or evaluation of Governance and College Leadership. While the College recognized this as an area to be addressed almost two years ago, follow through has not yet taken place.
- A total integration of information and services from the administrative area with the academic area in the assessment process still has not occurred.
- While the College recognizes that Assessment is the first step in determining how best to utilize future resources, it does not provide appropriate resources for the development and implementation of the process itself.
- Aside from academic affairs, we don't have a mechanism for assessing the changes that we make, based on our initial assessments.

RECOMMENDATIONS

1. Develop current mission statements, establish goals, synchronize assessment topics and develop a cycle of assessment for all areas of Student Development, Administrative Services, Institutional Advancement, and Continuing and Professional Education areas.

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2. Hire an academic assessment coordinator or facilitator provided with the necessary time, budget and knowledge to totally integrate and coordinate the college-wide assessment process and to work closely with department chairs to strengthen the plan and process.

3. Develop a formal process whereby Governance and College Leadership, including Cabinet members, are evaluated.

4. Fill the Assessment position developed and approved for the Institutional Research area.

5. Provide ongoing faculty and staff training in assessment.

STANDARD 8: STUDENT ADMISSIONS

Overview

The Office of Admissions is responsible for recruiting students and seeing them through the admissions process and into the registration process. Currently, the office is staffed by a director, an assistant director, two admission counselors, and six support staff positions. Normal hours of operation for the office are 8am – 5pm on Monday, Tuesday, Thursday and Friday, and 8am-8pm on Wednesday. During peak admissions times, the hours are extended until 8pm Monday through Thursday.

Open Admissions

Orange County Community College maintains an open door admissions policy consistent with the mission to provide comprehensive educational opportunities to all members of the community including academically prepared, underprepared, adult, high school, and traditionally underserved populations. Our open door admissions policy is one in which admission to the college is open to anyone with a high school diploma, a high school equivalency diploma, or eligible for the 24-Credit Hour Program. The 24-Credit Hour Program, in conjunction with NYS Department of Education requirements, allows access for certain students to earn their NYS High School G.E.D. (Graduate Equivalency Diploma) while simultaneously attending SUNY Orange. In addition, SUNY Orange also accepts home-schooled students who meet specific criteria described in the Admissions portion of the 2003 - 04 College Catalog.

Table 4: Headcount/FTE Trends Fall 1999-2003

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
FULL-TIME STUDENTS	2713	2531	2680	2933	3011
PART-TIME STUDENTS	3061	2843	2852	3118	3098
TOTAL STUDENTS	5774	5374	5532	6051	6109
FTE TOTAL	1757	1636.2	1709.5	1874	1928.5

Diversity

A specific goal for SUNY Orange is "to provide access for a diverse student population through open admission, affordable tuition, off-campus learning locations, and special efforts to recruit students traditionally underserved". Traditionally underserved populations that SUNY Orange serves include ethnic minorities, those economically disadvantaged, those who reside at a distance from the main campus, and/or first generation college students. To ease access for those traditionally underserved populations, the Admissions Office works closely with Orange County high schools that have large multi-cultural populations (Newburgh Free Academy, Middletown High School, Port Jervis High School). Efforts in this area are evident in the increased number of traditionally underserved students who have enrolled in the last five years.

Table 5: Enrollment by Ethnicity Trends 1999-2003

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
WHITE	4320 (74.2%)	4096 (76.2%)	4047 (73.2%)	4365 (72.1%)	4216 (69%)
AFRICAN AMERICAN	426 (7.3%)	377 (7.0%)	440 (8.0%)	528 (8.7%)	564 (9.2%)
HISPANIC	538 (9.2%)	556 (10.3%)	616 (11.1%)	697 (11.5%)	718 (11.8%)
AMERICAN INDIAN/ALASKAN	30 (0.5)	22 (0.4%)	23 (0.4%)	23 (0.4%)	27 0(.4%)
PACIFIC ISLANDER/ASIAN	100 (1.7%)	88 (1.6%)	129 (2.3%)	126 (2.1%)	155 (2.5%)
NON-RESIDENT ALIEN	9 (0.2%)	8 (.1%)	7 (0.1%)	4 (0.1%)	2 (0.0%)
UNKNOWN	400 (6.9%)	227 (4.2%)	270 (4.9%)	308 (5.1%)	427 (7.0%)
TOTAL	5823	5374	5532	6051	6109
MINORITY TOTAL	1094 (18.8%)	1043 (19.4%)	1208 (21.8%)	1374 (22.7%)	1464 (24%)

The College's commitment to student diversity includes efforts to recruit and support such non-traditional populations as adults, international students, and students

with disabilities. Our strategies include mini-conferences, a Center for Adult Lifelong Learners (CALL) for older returning students, and the Weekend College.

Programs with Selective Admissions

Although the overall policy of the college is one of open admission, there are seven Health Professions programs that have selective admissions criteria. Admissions criteria for these programs were established by faculty and approved by the College Cabinet in order to ensure a "good fit" and success of the students who enroll in the programs. Although students admitted to the College may not be immediately accepted into a program in the Health Professions, they are assessed and given academic advice so that they may work towards achieving their career goal.

Recruiting

The Admissions Office provides information to prospective students and families through a consistent, large scale-mailing program. Information updates and the "Admissions Newsletter" are regularly sent to all high schools in Orange County and surrounding counties, local community agencies, churches, libraries, and select businesses. Letters are sent to ACT and SAT test takers whose scores have been received by the College but whose applications have not. In addition, admissions materials are sent to potential students whose names are obtained from such lists as the College Board AP list, PSAT list, along with denial lists from select four-year SUNY Institutions. At the time of this report, the effectiveness of specific recruiting activities was not available since tracking was not taking place.

Selecting a Major

Admissions Office outreach activities dealing directly with assisting students in selecting majors consist of Information Nights, Open Houses, and Admissions Receptions for accepted students. The Information Nights are designed to give students

an overview of the college including: academic programs, the difference between career and transfer degrees, student life, costs, and the application process. Faculty representatives from each academic department participate in these Open Houses and Admissions Receptions. These events provide students with an opportunity to compare many degree options simultaneously.

Admissions also provides students with opportunities to meet individually with admissions counselors to discuss admissions criteria, degree requirements and application procedures. The 2002-2003 Orange County Community College Admissions Recruitment Plan states that over 3,300 student interviews are conducted annually either through appointments or as walk-ins.

Program-Related Student Learning Outcomes

Student learning outcomes for many programs are provided to the prospective students through many varying mechanisms. However, these are not always consistently stated. See Standard 14: Assessment of Student Learning for more information. Types of jobs and careers associated with each degree, and course requirements for graduation can be found in the College Catalog and Viewbook. In addition to these references, students also have several opportunities throughout the year to speak with academic department chairpersons/staff and the Office of Career Services at various Admissions Open Houses and Receptions.

Specific data on the career placement of SUNY Orange graduates can be found in the College Catalog. Recent data shows that of our 2001 graduates who responded to a college survey, "52%(246/470) reported that they are employed, 45% (211/470) have transferred, and 3%(13/470) are engaged in other activities". The College Catalog also provides prospective students with an analysis of graduate placement by program area.

Attrition and Student Success Data

Department chairs and/or the Office of Institutional Research and Strategic Planning collect retention data and statistics. Based on this data and other factors, each chair is asked to create a long-term plan based on five-year projections that are submitted to the Vice President for Academic Affairs and to the President's Cabinet for review. The respective department is then responsible to implement all approved recommendations for its area.

Institutional Research compiles reports on student success data that is disseminated for review to the following committees: Academic Policy, Curriculum, Developmental Education, Honors, and others. These committees, which are part of the governance structure, create policy and programs based on the analysis of the data. Admissions takes part in the decision making process when appropriate, and redistributes information to prospective students.

Programs specific to Admissions that were implemented as a result of data collection include the Admissions Receptions and the parent-oriented Admissions Direct Mail campaign. According to the Director of Admissions, the receptions were created because students reported that the initial connection with a professor in their chosen majors boosted their comfort level by providing a resource person who could assist with their questions upon entry.

Admissions & Marketing

Admissions and Institutional Advancement are jointly responsible for many publications, advertising and marketing efforts toward prospective students and the community as a whole. Although the two areas share some common tasks, there are also several responsibilities unique to each office. For example, while the responsibility for

advertising falls primarily on the marketing function of Institutional Advancement, the campaigns are developed collaboratively and vary in length and medium (newspaper, radio, television) based on event and target audience. It is standard operating procedure for the Office of Institutional Advancement to have Admissions review any recruitment advertisement prior to distribution.

In general, Institutional Advancement follows the strategies from the college-wide marketing plan developed in 1998. Institutional Advancement and Admissions collaborate on direct mail (some but not all), advertising, publications, Internet (World Wide Web), and portions of the college marketing plan. The Admissions Office plays a significant part in the recruitment portion of this plan.

Publications

The appropriate department reviews each section of the College Catalog annually. This publication then becomes the starting place for other College publications. The primary source of college information for prospective students is the Viewbook, which consists of two main sections. The first part has been designed for marketing purposes and contains narrative text, pictures, and current student testimonials. The second part of the Viewbook contains detailed information on all academic programs and an application with instructions. The Admissions Office also distributes the following publications: Search Piece (for high school freshmen through seniors), College Experience Program Brochure/Application, Academic Program Brochures, Transfer Brochure, Athletics Brochure, Health Professions Brochure, Smart Choice Brochure (compares costs with other types of institutions), Health Professions Flyer, and 24-Credit Hour Program Brochure. Students also receive information in the Application and Acceptance packets. Samples of these publications will be available on site.

Web Site (sunyorange.edu)

In the past few years, internet technology has grown to be an essential recruitment tool. Institutional Advancement is responsible for the overall appearance of the college web site. Admissions works closely with Institutional Advancement on the creation and maintenance of pages in their area of the site. The Admissions Office has developed a web site, that affords students the opportunity to research academic programs, application procedures, frequently asked questions, and upcoming events; to submit information requests; and to download forms. The office also uses this tool to send e-newsletters and important deadlines to prospective students. Students may also apply to the college and pay the application fee in one secure on-line transaction.

Transfer Students

The Admissions Office works closely with students transferring in and out of SUNY Orange. The College Catalog has transfer policies and a comprehensive list of institutions with which the College has an articulation agreement. The Admissions Office refers students who require more extensive help in transferring to another college to the transfer specialist in the Counseling and Guidance Office. When a student wants to obtain information on-line regarding transfer opportunities, the Admissions Office refers students to the Student Success Center. Overall, students who transfer are successful at their transfer institutions, as supported by SUNY persistence rates and transfer success rates.

The college has taken part in a total review of the general education requirements both internally and externally as part of a mandate from the State University of New York. These changes will increase students' opportunity to "further education", which is part of the college's goals. These new requirements have been incorporated into the

published material and contact information provided by admission counselors to the general public.

International Students with Non-Immigrant Status (i.e. student visa)

The number of international students applying to the college has gradually increased. For these students, the Advisor for International Students in the Admissions Office provides a special application packet including: SUNY Orange Application and Instructions, SUNY Educational Data Form, SUNY English Proficiency Form, SUNY Financial Statement Form, Tuition and Fee Information Sheet, Health Form, and Transfer Advisement Form.

SUNY Orange is in compliance with present policy set forth by the Federal government, which is developing standards to monitor international students attending U.S. colleges. As a result, an internet-based monitoring program, SEVIS (Student and Exchange Visitor Information System), has been developed by the government and is updated by the SUNY Orange Admissions Office on a regular basis. The Admissions Office is now required to gather information on students with visas to meet these new government standards.

Summary of Data

Overall, the data observed in both the Student and Faculty college-wide surveys corroborate the preceding narrative. In general, the data indicates the Admissions Office not only plays an active and influential role in initiating potential student interest (by serving as a principal venue for information dissemination for potential students), but also serves as a catalyst to promote "goodness of fit" between enrolled students and the academic programs they engage in at SUNY Orange (by primarily disseminating information about, or making referral to, specific academic departments).

Overall, students at SUNY Orange who have utilized the services provided by the Admissions Office have been very satisfied. Specifically, 71% (371 out of 519) of students who have used these services indicated they were either "satisfied" or "very satisfied" with the Admissions Office and the admissions process, while only 6% (32 out of 519) indicated they were "dissatisfied." Since a specific responsibility of the Admissions Office is to disseminate information, participants in the student survey were asked to indicate their level of satisfaction with regard to availability of academic program and non-academic information. Interestingly, while only 4% (22 out of 519) of students formally indicated they used the "Admissions Office" as a vehicle to "find out information," 80% (405 out of 519) indicated they have utilized information disseminated by Admissions. While 83% (297 out of 358 that provided a rating) of this survey sample of students indicated adequate to exceptional levels of satisfaction, less than 17% (61 out of 358 who provided a rating) of surveyed students indicated dissatisfaction. With regard to how "helpful" the Admissions Office is, 79% (410 out of 519) of students indicated it was "helpful" or "very helpful," while 4% (22 out of 519) of students described their interaction with this department as "not helpful." One important observation from this data is that while a majority of students utilize and are satisfied with the services provided by the Admission Office, they very frequently do not identify/link these services to the office itself.

Overall, the Faculty of SUNY Orange view the services offered by the Admissions Office as being highly effective. Specifically, with regard to how effectively the Admissions Office becomes involved with or involves the larger college in their activities, 61% (113 agree, 29 disagree, 24 no knowledge) reported that the admissions

department informed the college about events and activities offered by the department. Also, 56% (104 agree, 7 disagree, 66 no knowledge) reported that the services offered by this office to facilitate the students' ability to apply for admissions are effective. Overall, 93% (104 out of 111) of faculty who are familiar with Admissions Office activities indicated the office, and its activities, was effective in helping students through the admissions process.

SUMMARY

Strengths
- The Admissions Office provides extensive outreach, including its Open House activities, to diverse populations in terms of age, ethnicity, and geographical locations in Orange County.
- The SUNY Orange Catalog and award-winning Viewbook are reviewed, revised, and published annually; therefore, information is accurate, timely, and comprehensive.

Concerns
- Clear and consistent student learning outcomes for programs are not available from all departments nor are they uniformly distributed.

RECOMMENDATIONS
1. Place Ability To Benefit information in the Acceptance Packet once the revised policies are established.
2. Develop assessment for Admissions Office outreach activities to track their effectiveness.

3. Clearly state and make readily available the student learning outcomes for programs.

STANDARD 9: STUDENT SUPPORT SERVICES

As might be expected, the scope of student services in a College the size of SUNY Orange is rather large. Out of necessity, this section of the Self Study will only address some of the more pressing issues. While the details of the research are included in the full subcommittee report, the recommendations are also included in the Self Study.

Table 6: Fall 2002 OCCC Student Opinion Survey Data Regarding Student Services

Student Service	Very Satisfied/ Satisfied	Neutral	Dissatisfied/ Very Dissatisfied	Aware of service however did not use	Did not know service was available
Admission Process	371	107	32	5	4
Assessment Process	205	156	58	64	29
Athletic Facilities	171	105	18	188	21
Bookstore	302	110	86	16	1
Bursar-payment options	316	168	33	N/A	N/A
Campus Food Services	232	103	58	103	17
Campus Bus Service	75	91	13	246	92
Career Services	146	95	20	197	51
Center for Adult Lifelong Learning	80	138	20	159	93
Computer labs	223	86	19	150	19
Financial Aid Services	189	107	95	116	7
Grounds, picnic areas	249	141	40	39	10
Group Counseling Services	101	144	27	112	101
Intramural programs	99	105	17	217	78
Intercollegiate Athletics	108	114	28	227	41
Kindercollege (childcare center)	104	87	8	279	32
Library services	324	94	26	65	10
New Student Orientation	206	108	32	135	33
Parking	85	77	308	26	4
Personal Counseling	173	98	36	157	52
Registration services	299	135	36	38	9
Services for students with disabilities	108	93	14	249	43
Social Activities	186	111	23	166	30
Student Government	86	146	22	220	39
Student Health Services	129	101	17	226	41
Student Information Desk	231	121	18	106	41
Student Support Services	101	139	27	157	71
Transfer Counseling services	111	136	38	137	66
Tutorial Services	145	90	19	239	21
Variety of College Clubs	133	128	21	208	28

*This data was obtained from question 17, 22, 36. Five hundred and twenty eight students responded to the survey.

Table 7: Top 15 services/opportunities students would use if available

Service/Opportunity	# of students	Service/Opportunity	# of students
2 day per week class schedules	291	Wallet sized cards with important phone numbers	181
Online textbook ordering	272	Three hour classes in the morning	178
Online registration	272	Online payment for credit classes	176
Accelerated courses	235	Saturday Classes	173
Semester Study Abroad Program	230	Student E-mail Service	172
Winter intercession courses	221	Three hour classes in the late afternoon	162
Photocopy services with swipe cards	209	Sunday classes	134
Weekend College Programs	202		

ADVISING

Academic advising is an integral part of the mission of SUNY Orange. Quality advising requires a responsive system in an environment of professionalism with a focus on student needs. Therefore, all matriculated students are encouraged to meet on a regular basis with a knowledgeable, professional adviser in their discipline to obtain specific and accurate information that will help them make informed academic and career decisions. Students are ultimately responsible for their own academic progress, including the completion of all requirements for graduation.

Advisers are accessible to students as part of the registration process and at other times as needed. They aid students in making educational choices that are sensitive to individual situations and are able to direct students to a full range of institutional resources prepared to meet needs beyond the scope of academic advising.

Responsibility

Academic advising is coordinated under the direction of the Counseling and Guidance Center in collaboration with the office of Academic Affairs. Full-time faculty, administrators and counselors carry out academic advising, as do some part-time faculty.

The Center itself is under the direction of a Coordinator of Counseling and Advising, a position which is currently vacant and which would report to the Assistant Vice President for Student Development.

The Center is staffed with 3 full-time and 1 part-time counselors. The Center also hires faculty to help out at peak times. The Center is open Monday through Thursday from 8:00 a.m. to 8:00 p.m. and Friday from 8 a.m. to 5 p.m. Newburgh has 2 full-time and 1 evening counselors. Newburgh counselors are available Monday through Thursday from 8 a.m. to 8 p.m. and Friday from 9 a.m. to 5 p.m. In order to fulfill their advising duties, faculty are required to have 5 office hours each week for use as individual student contact time for advising or course-related conferences. Most faculty are available at other times as well.

Student Feedback

The Fall 2002 OCCC Student Opinion Survey data revealed that 44% of the students (214 satisfied, 197 neutral, 78 dissatisfied) were satisfied with the advising process. Of the 528 survey respondents, 184 indicated that they had seen their faculty advisor, 256 indicated that they had seen an advisor in the counseling center, and 67 had seen another faculty member. Students also reported that they had experienced some of the pitfalls of the advising system, including improper course selection to meet a general education requirement (67), improper course selection to meet a requirement for the major (75), improper course selection to meet a pre-requisite requirement (52), unavailability of faculty advisor office hours to meet their schedule (71), and advisor providing them with a blank registration card (30).

Changes over the last 10 years

The college has struggled for years with the issue of advising. Questions continue regarding the responsible authority for advising, the role of counselors and faculty, the assessment and improvement of advisors, incentives for students to see advisors, and options for students other than required in-person advising for registration. To discuss these issues, an ad-hoc committee on advising was formed. Their report was given to the Executive Committee of the College governance in April of 1998. The committee proposed a definition of academic advising and made several short-term and long-term recommendations for improving the system. Many of these recommendations have subsequently been implemented.

In the summer of 2003, the interim President, Mr. Morton Meyers, decided the issue of responsibility for overseeing advising, previously split between Student Development and Academic Affairs. At the June 2003 Board of Trustees retreat, he announced that the Vice President for Student Development would be given overall responsibility for advising, although the VPSD would continue to work collaboratively with Academic Affairs in this area. As part of the collaborative effort between Student Affairs and Academic Affairs, an advising plan has been created and is continually being updated. One benefit to come from this so far is an advising handbook created by the Counseling Center. This is an extensive compilation of materials that should prove useful for all advisors. Included in the handbook is the mission statement for academic advising. To help advisors carry out this mission, the handbook presents a statement, which includes core values for advising students, core values for treating advising as a profession and core values of the advising system, and the responsibilities of advisors.

ATHLETICS

The athletic program at SUNY Orange offers a wide range of activities that support the students' physical, emotional and social needs while recognizing the importance of their academic success. The athletic program includes varsity sports, intramural, open gym hours, and the recreation club. Recently, this area has established eligibility for athletic scholarships and is working to provide more scholarship opportunities for athletes.

BOOKSTORE

The college bookstore is also administered through the Orange County Community College Association. The main bookstore is located in the College Commons and operates from 8:30 am to 4pm daily, with evening hours on Wednesday. The bookstore is closed on Friday afternoons. According to the 2002 OCCC Student Opinion survey, students are generally satisfied with the selection of texts, supplies, and sundries, but are dissatisfied with the costs. Survey results also indicated that the students were interested in expanded evening hours (266/509) and Saturday hours (242/508), as well as the ability to order textbooks online (308/509).

BURSAR

The Bursar's office's primary function is the collection and disbursement of monies. The Bursar's office serves all students registering for credit and non-credit courses. Funds collected include tuition payments; charge backs from state and county governments; and funds from grants, scholarships, and the Office of Vocational Rehabilitation. The office processes financial aid checks as well as grant and scholarship monies for students. The Bursar is also responsible for verifying student eligibility to receive funds. All policies for both the main campus and the extension centers are

identical, and extension site staff is included in all meetings of the Bursar's staff. Fifty-eight percent (304 satisfied, 172 neutral, 43 dissatisfied) of surveyed students report being satisfied with the knowledge and availability of bursar staff.

Students who fail to make necessary tuition payment are deleted from currently registered courses. Deletions occur approximately two weeks after the final payment deadline and following a mailed announcement regarding final payment notification and warning of impending deletion from courses. This policy was re-enacted last fall following a two-year discontinuation. This process has reduced the number of bad debt write-offs the college has experienced in the past. Furthermore, this process removes students who have registered but do not intend to attend the classes, giving an opportunity for other interested students to sign up for these classes. Two-thirds of the students who are deleted for non-payment re-enroll and pay their tuition. Last year, 450 students were deleted. This year, 320 students were deleted.

Student Records

Student financial records are maintained on a computer and made available in accordance with the Federal Family Educational Rights and Privacy Act of 1974. This information is available to few qualified staff that access it through an established staff security code.

Assessment

According to past student surveys, two areas of concern were the accessibility of the Bursar's office and privacy. These issues were addressed last year resulting in a new office located on the second floor of the College Commons. This new space was designed to increase the number of students served at one time while increasing privacy while students discuss personal financial matters with the staff. This office is more

visible and accessible to students. A third area noted by students on the Fall 2002 OCCC Student Opinion Survey indicated a desire for on-line payment availability (138 yes, 196 no, 183 unsure). An on-line registration and payment system is being investigated.

Communication

Recently, a web site has been established for the Bursar's Office that provides information concerning the bursar's office functions. Furthermore, fee and payment information is provided in the college catalog, course bulletin, mailings, and an instructional sheet that is handed out to each registering student.

CENTER FOR ADULT LIFELONG LEARNING (CALL)

The CALL Center serves as a support environment for returning adults. The CALL Center refers students for career and academic counseling and for vocational testing. It coordinates with faculty and staff to provide workshops and seminars (e.g. time management, study skills, transfer workshops, etc.). The CALL Center is staffed by a part-time employee at the associate degree level limited to 19 hours a week. The CALL Center representative reports to the Coordinator of Counseling and Advising.

CALL communicates its activities through flyers and announcements on Bulletin Boards across campus, and e-mails notice of special events to department chairs and Coordinators.

CAREER SERVICES CENTER

With offices located at the Middletown Campus and the Newburgh Extension Center, Career Services provides assistance in all stages of career decision making: selecting and planning college programs of study, non-credit internship opportunities, career development, student employment, and job placement after graduation. Services include counseling, career assessment and exploration, resume review, job skills

workshops, a comprehensive library, and job seeking assistance for both part-time and career positions. Job referral and employment counseling are available to full-time and part-time students, as well as alumni. The Middletown office offers day and evening hours, and the Newburgh and Port Jervis extension sites offer a limited schedule.

Student Feedback

Of the 510 student survey respondents, 33% of the survey respondents (147 agree, 95 neutral, 20 disagree, 197 do not use, 51 no knowledge) indicated that they were satisfied with the services offered by the Career services office.

CHILDCARE: KINDERCOLLEGE

The College provides childcare at both the main campus and the Newburgh Extension Center. These services are available to students, faculty and the general public. The programs are accredited by the National Association for the Education of Young Children. They are partially funded by the United Way. Both sites run at full capacity and would benefit from expanded facilities, hours and staffing.

COUNSELING AND GUIDANCE CENTER

The Counseling and Guidance Center assists students in deriving maximum benefit from their college experience and in developing the full range of their potential. The center offers professional counselors and complete facilities to help students make judgments related to the immediate problems of college adjustment and to the broader problems of living. Included within the services offered by the Counseling and Guidance Center are advising for developmental students, Individual Studies Program, and undeclared majors; general academic advising; college assessment testing; transfer and withdrawal advising; and group and individual counseling. In addition, counseling staff

are extensively involved in committee work, teach courses in career planning and college skills, facilitate adult re-entry into college, and hold numerous workshops.

Qualified Professionals

During the past five years, the organization of the Counseling Center has changed. Specifically, the position of Director has been redefined as a coordinator. Traditionally, the Director position had been filled by a Licensed Psychologist who was responsible for the undertakings of the Counseling and Guidance Center, which included at the time Counseling, CALL, Career Services, Student Services and the Office for Students with Disabilities. The newly created position of coordinator requires a Masters Degree. This individual supervises the counselors and CALL and reports to the Assistant Vice President for Student Development.

Advisement

The Center provides academic advising for students through appointments and walk-in services. The Center handles a great deal of this advisement during "peak" registration periods and throughout the semester. The need for walk-in advisement has increased since the establishment of "rolling registration" during times when full-time faculty are not regularly on campus. These peak advisement times are supplemented through the use of adjunct advisors comprised of full-time and part-time faculty.

The Counseling Center has been collecting "Contact Information" for the past few years. This data indicates that 12,162 students requested services during the 2001-2002 academic year. The majority of students do not indicate the service which they seek; however, it is noted that during "peak" registration times the average waiting time is approximately 1.12 hours. This is the case in spite of the hiring of faculty as adjunct advisors to help out.

Student Feedback

Students were asked to report their satisfaction with the various services the Counseling Center offers (e.g., personal counseling, career counseling, transfer counseling, testing, services for students with disabilities, etc). In general, 39% of the survey respondents (190 satisfied, 248 neutral, 58 dissatisfied) reported that they were satisfied with the availability and knowledge of the staff in the counseling and advising office. Seventy-eight of the students surveyed expressed dissatisfaction with the availability of counselors.

FINANCIAL AID OFFICE

The Financial Aid area has undergone a number of changes over the past ten years. Major changes include computer automation, technical assistance, loss of a clerical worker, increased wage for work study students, a paperless loan process, declining default rates (from 21% to 5%), and faster financial aid decisions aided by technology. The 2002 survey data indicates that 37% of the respondents (189 agree, 107 neutral, 95 dissatisfied, 116 did not use, 7 no knowledge) were satisfied with the services provided by this office.

FOOD SERVICES

The food services at the college are administered through the OCCC Association. This area provides breakfast and lunch services on the main campus and at the Newburgh Extension Center. A mobile food cart is also provided in the Biotech Building from 11am to 7pm during the week. The main campus offers a variety of hot dishes, grill items, salads, sandwiches, pizza, and snacks. Food services at the extension center are limited to cold items. The food cart provides hot soup, hot and cold sandwiches, salads, snacks and drinks. According to the 2002 OCCC Student Opinion survey, students are

generally satisfied with the selection and quality of food but are dissatisfied with the cost. A majority of the respondents (249/517) also indicated that they would use a food cart located in the Harriman building, if it were available.

HEALTH SERVICES

The goal of Health Services is to promote wellness on campus. The role of campus health educators is a vital and integral part of the overall educational program of the college. The Office of Health Services is prepared to deal with a diverse student population with a wide range of health concerns.

Availability

All students, faculty and staff are encouraged to take advantage of the services offered by Health Services; these include first aid, primary nursing care, health education and screening programs, and crisis intervention and referral. The office is open and staffed by a Registered Nurse from 8:00 A.M. to 8:00 P.M., Monday through Thursday, and from 8:00 A.M. to 4:00 P.M. on Friday. All campus health emergencies should be reported immediately to Health Services. Student survey results indicated that 86 of 510 respondents utilized services of the Health Office. When asked what they would like to see available, they indicated the following: physicals (219), immunizations (200), general practitioner services (90), Ob/Gyn services (70), counseling on contraception (69), prescriptions for contraceptives (107), and pregnancy testing (92).

Communication

Health Services uses a number of methods to communicate its services to the College community including paper formats, fairs, and e-mail. In keeping with current HIPPA laws, all health information is completely confidential.

NEW STUDENT ORIENTATION

The goal of the Orientation process is to provide basic information to students and their parents, spouses or significant others concerning the following: resources such as Student Life, physical facilities, counseling, labs, and tutoring; programs, including academic offerings, Honors, and financial aid; and paperwork connected with life at the College including registration, the Student Handbook, Student Rights & Responsibility, registration, and book buying. It also provides an opportunity for students to begin the process of building relationships (e.g., with faculty, staff and other students) at SUNY Orange. Additionally, information related to time management, academic expectations, the importance of making student-student and student-staff connections, and other issues is presented orally during the welcomes and introductory presentations from the VP for Student Development and VP for Academic Affairs, as well as during the "First Class" small group session following the larger formal session.

Starting in the Fall 2002, a Parents Orientation component was added to the orientation. This session takes the form of a panel discussion between parents/significant others, staff members of the college (the President, Cabinet, Assistant VPs, Registrar, Director of Counseling, Nurse), and current students. The session takes place following the large formal session/welcome when the new students are participating in their small group "First Class" session.

Orientation is presently offered only on the main campus. For the fall semester, the orientation is offered a week prior to the start of the semester at three different times. For the spring semester there are two daytime orientations sessions, again offered the week prior to the start of the semester.

PLACEMENT TESTS

Incoming students are given placement tests to ensure that they are appropriately and accurately advised into reading, writing and math courses. These tests are offered year-round; during the months of July and August they are offered everyday in Middletown and twice a week in Newburgh and Port Jervis. All the data is processed at the Middletown location.

Placements tests give the academic advisor the information needed to place a student appropriately. The chair of the Math and Computer Science Department states that there is flexibility to move the student if any concerns arise once the classes are in session. If students are not comfortable, they can be moved to a lower level math class. The English Department uses first-week writing samples to double-check the appropriateness of student placement in writing courses and a standardized pre-test in reading. Apparent discrepancies are brought to the attention of the department chair for appropriate action. With the current system, 69% (331 of 480 agree, 149 disagree) of students feel that they have been accurately placed**.**

Some indications exist that the testing environment is in need of improvement. A learning disability counselor who would work towards meeting the proper accommodations for applicants with disabilities is also needed.

Computerized Placement

While the Student Development area has much interest in moving to a software based approach for reading and writing placement testing, the academic departments have some concern about the accuracy of these tests. The turn around for the writing part is within 24 and generally 4 - 6 hours, as necessary. Turn around is an issue, but

assessment by instructors teaching the writing courses is still the most accurate when it comes to evaluating writing skills for placement and is the academic professional standard. This issue is also raised in Standard 11: Educational Activities. Recent developments in this area include a move toward computerized testing in math, reading and writing in order to meet Ability to Benefit requirements and to move towards online application, assessment and registration processes. Student Development, working in cooperation with English & Foreign Languages, is in the initial stages of implementing placement testing with Accuplacer and gathering the feedback necessary to calibrate Accuplacer to the College's existing placement standards. Seventy-four percent of students (115 mandatory, 334 recommended) feel that placements should be recommended and not mandatory.

REGISTRATION

The Records and Registration Office is under the direction and supervision of the Director of Academic Services. The staff of the registration office is highly qualified with many years of experience. However, an additional Assistant to the Director of Academic Services would help due to the increases in enrollment and program options.

Three types of registration opportunities are offered by the college; 1) early registration for continuing and returning matriculates, 2) new student registration for new matriculates, and 3) ongoing registration to accommodate students who wish to register at other times than early registration. These services are offered at both the main campus and the Newburgh Extension Center. Phone registration is available for non-matriculates. In-person registration, following appropriate advisement, is required for matriculated students.

Telephone and on-line registration systems are being investigated for implementation. The current student records system program has demonstrated problems in tuition payment, for example. Thus, the college is awaiting a more advanced program before implementation. This program would allow degree audit for better advisement, rolling registration without an advisor for students with 30 credits or more, and an advisor code for students with less than 30 credits. It is believed that the program will be slowly implemented starting March 2003 with a complete system available within 2 years.

Safety and Security of Information

The Director of Academic Services is our FERPA administrator. All release of student information is handled through this office. At the 2002 Faculty Workshop, the Director provided a thorough overview of FERPA laws for faculty and staff of the college. Only qualified staff members are allowed access to student records through the RISC computer system.

Student Feedback

The results of the 1993 student survey indicated a desire for a more student directed registration system utilizing phone or on-line registration. The 2002 student survey reveals similar results with 84% (439 agree, 74 disagree) indicating that they felt competent to choose their own classes. The 2002 student survey indicates that 65 % of the respondents (318 yes 168 no) would utilize telephone registration and 83% (408 yes, 85 no) would use on-line registration. Sixty-five percent (334 satisfied, 121 neutral, 56 dissatisfied) of the student survey responses indicated satisfaction with the availability of the staff and feel they are knowledgeable.

SAFETY AND SECURITY DEPARTMENT

The Security Department at SUNY Orange is responsible for safety, security, parking lot attendants, and central scheduling. Safety includes bi-annual disposal of hazardous materials, EPA inspections (i.e., underground tanks, air quality, water), and monthly/yearly fire inspections. Security patrols the main campus from 7 a.m. to 12 a.m. seven days a week and the Port Jervis extension from 8:30 a.m. to 10:30 p.m. Security is contracted out at the Newburgh Extension Center and is provided from 7 a.m. to 11 p.m. In addition to this visual deterrent, security provides auto escorts for students, faculty and staff, and bank drop escorts for various departments and functions. The Security Department at the main campus is comprised of a director, a part-time assistant director, three day personnel and between four and five evening personnel.

Parking lot attendants control the flow of vehicles through the various faculty/staff and student lots and also act as a visual deterrent. Additionally, they provide information and assistance to students regarding safety concerns and issue tickets when necessary. Parking lot attendants and security personnel receive risk management training from the County when initially hired. Additionally, security personnel are licensed and fingerprinted prior to being hired. Once employed by the College, security undergoes 16 hours of on-site training with an annual eight-hour training session thereafter.

Student Feedback

Of the 503 respondents, 40 (8.6%) indicated they have felt threatened while on Campus. Of 502 respondents, 61 (12.2%) indicated they have utilized Campus Security at least one time. Forty-seven percent of the survey respondents (240 satisfied, 209 neutral, 58 dissatisfied) indicated that they were satisfied with security on campus

STUDENT LIFE

The Student Life area provides a broad spectrum of activities, events and programming that benefit not only students but also parents and the community. These activities include student organizations, student government, programming of events, new student orientation, parent orientation, over-site of the commons facilities, cultural affairs, the Code of Student Conduct and the judicial process, parking and student IDs, and student life related publications.

The Student Life area is led by the director who reports to the Vice President for Student Development. Reporting to the Student Life Director are the Coordinator of Cultural Affairs, a senior secretary, senior clerk, and three part-time information desk clerks.

Participation in most activities favors day students; however, services and venues are available on a limited basis to evening students. Participation in cultural and entertainment activities during the student activity hour usually draws 80-100 interested students. Student Life makes every effort to get students involved in the many activities offered. The full participation of every student is limited primarily by individuals' personal time constraints. Survey data indicated that 73% of the students surveyed (366 no, 133 yes) had never participated in an activity hour event.

The Student Life Office works diligently to inform students of the intrinsic value of participation in college life beyond the classroom. This area, for example, tries to increase participation by being responsive to students who desire to start a new club. Student government reaches out to students interested in leadership and the decision making process.

The Student Life Office utilizes a student activity committee to select entertainers, programs, and trips that are affordable, diverse, provide cultural balance, and are representative of the social and ethnic groups of the student population. Surveys of student interests in the past were of an informal nature. Starting Fall 2002, a student survey will be developed to determine student interests.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) was created to provide students with the ability to access student services through a technological medium. Programs including exploration and planning of educational, career and life goals are hosted by this facility. The SSC is committed to offering students assistance through computerized career assessment and exploration, financial aid management programs, pre-registration advising and scheduling, health education software and mental health screening, workshops promoting student success and retention, and basic computer skills training. A Coordinator of Student Success and Retention and student aides staff the Center.

Courses such as Career Planning utilize the SSC for assessment and career exploration. Assessment via computer is much quicker and more effective than paper and pencil assessments that have been utilized in the past. The Career Center, which has only two available computers, refers students to the SSC to access career information. The 2002 survey indicates that 31% (165/528) of student respondents have not used any of the services offered by this center. Of those who have used the center, the majority report using the center for internet access. Other frequently used services include "career assessment," "career exploration," "financial aid management," and "socializing with friends."

The SSC does not appear to be well integrated with other similar services. In general, there appears to be a lack of direct communication between various student support services such as the Career Center, Counseling Center, and Financial Aid, among others. These areas do not engage in group meetings to discuss their initiatives, ideas, and goals. Results of the 2002 Faculty/Staff survey indicated that 46% of the respondents (84 agree, 51 disagree, 47 no knowledge) understood the role and functions of the Student Success Center.

Effectiveness

It appears from students' responses that the SSC is generally effective for those who utilize it. The primary use is for technology access, particularly for internet use. How effective this service is in relation to student success and retention, however, is questionable since assessment has not been done regarding the purpose of student visits or students' impressions of how it relates to their college success or retention.

THE TUTORIAL CENTER

The Tutorial Center provides academic assistance for interested students. The Tutorial Center is located on the second floor of the Learning Resource Center (LRC) at the Middletown campus and in the Key Bank building at the Newburgh Extension Center. Its hours of operation are 8:00 am-8:00 pm Monday through Thursday and 8:00 am-5:00 pm on Friday. In addition to providing services in its main LRC location, tutors also provide assistance in the following labs on campus: Math Lab, Writing Center, Computer Lab, Physical Therapist Assistant Lab and the Radiologic Technology Lab.

Students have widespread knowledge about the center and its services. In fact, in the student survey, only 6 students out of 518 said that they did not know tutoring was available. The Tutorial Center continues to be highly rated by the students at Orange

County Community College for the assistance it provides. The low cost of tutoring is a significant factor in the center's popularity. Students pay $30 per semester for up to 5 hours of tutoring per week, with an option to pay $15 for half of a semester. Since 1997, the center has expanded to offer services during all three summer sessions at a cost of $15 per session. During Fall 2001, the Tutorial Center served 217 students at the Middletown campus and 34 at the Newburgh Extension Center for Fall 2001, and during Spring 2002, 192 at the Middletown campus and 21 at the Newburgh Extension Center.

Staff
Professional tutors have at least a bachelor's degree in their field and are currently paid $11 per hour. Student or peer tutors are currently paid $9 per hour. Tutors with an associate's degree are currently paid $9 per hour. All tutors, peer or professional, need department chair approval.

SUMMARY

ADVISING
Strengths
- Departments are using a variety of approaches to reach out to students.
- Advising in the Health Professions is working well.
- The information in the advising handbook should help improve on the consistency of advice even if the student sees multiple advisors.
- An Early Alert system for students at risk is in place.
- Advisors receive a copy of all unsatisfactory grade reports received by their advisees.

Concerns
- The student may end up seeing many different people for course selection advice.
- Seeing the faculty advisor is not always feasible, especially in the evenings and summer hours.
- Degree audit, which would allow for students to seek advising and course selection electronically, is not available to students.

ATHLETICS
Strengths
- Currently there are five scholarships available for each of four sports (baseball, softball, men's and women's basketball).

Concerns

- The major problem facing all teams is participation.

BURSAR
Strengths

- The new office provides more privacy and is more visible and accessible to students.

Concerns

- The Bursar's office indicates that one of the main problems during registration is the frequent malfunction of printers. These malfunctions result in a breakdown of the movement of students through the registration process.
- On-line payment is not available.

CALL CENTER
Strengths

- CALL works cooperatively to incorporate activities with the Student Success Center.

Concerns

- The hours of operation and access to all students are limited.

CAREER SERVICES CENTER
Strengths

- The center provides a wide variety of programs including workshops and the Annual Job Fair, which hosted 70 employers for the 2001-02 event.
- The center provides numerous community outreach/contacts (1061 job postings for 20'01-02)
- The center provides a "Clothes Closet" to students in need of attire for job interviews.

Concerns

- The Center is housed in a small physical space.
- Staffing for three locations is limited.
- Faculty support has been sporadic.

CHILD CARE: KINDERCOLLEGE
Concerns

- Kindercollege is full to capacity and in need of more room to accommodate increased demands resulting from increased enrollments.

COUNSELING & GUIDANCE CENTER
Strengths

- The Center continues to provide valuable services despite staffing shortages.

Concerns
- The Center has staffing shortages at Middletown and the Newburgh Extension Center.
- There is an apparent lack of communication and consistency of communication among the many areas of Student Services and with the College in general regarding the services the Counseling Center provides.
- Students report academic advisement problems during "peak" times.
- The Counseling Center does not have a licensed PhD on staff to provide guidance and supervision to counseling staff, and to purchase testing materials when needed.
- Communications with faculty is predominantly through direct communications with individual counselors.

FINANCIAL AID
Concerns
- Technology is not keeping pace with the needs of this area.
- The Financial Aid office has insufficient staff.

HEALTH SERVICES
Strengths
- Health services are available 8:00 a.m. until 8:00 p.m.; services are provided at NEC one day per week.
- Health services has been active in developing and implementing an array of OSHA related training programs to assure compliance with all workplace safety regulations.
- Health Services has been very active in providing a wide array of services to students, faculty and staff, including: the Annual Wellness Fair, routine screening programs for hypertension, diabetes, cholesterol and breast cancer. Fresh Start smoking cessation facilitators; an eating disorders support group; the annual alcohol screening day; referrals for drug and alcohol treatment; online screenings for depression, alcohol abuse and eating disorders through the National Mental Health and College Associations; confidential Ora-sure HIV testing; the annual flu shot clinic; a brown bag lunch series on a variety of health topics; and more.
- The office has developed and maintains an up to date referral list for low cost, sliding scale providers of physical and mental health services.
- The Health Services office established a relationship with the Occupational Health Center at Arden Hill Hospital to offer low cost physicals and immunizations to students.

Concerns
- Communication directly with students via a campus student e-mail system to inform them of upcoming events, programs, and services is limited.

NEW STUDENT ORIENTATION
Strengths
- The average attendance for all Fall orientations sessions is now approximately 430 (mostly full-time students), up from years past.
- Parents Orientation has been added.

- The content and pedagogy involved in the small group "First Class" session (e.g., changes in the exercises, inclusion of student orientation leaders) has been updated, and an improved evening orientation developed and offered.

Concerns
- The College community, especially faculty, should be more involved.
- The budget dedicated to these events is insufficient and limiting. The Student Life's small budget allocation contains no line item dedicated to orientation, and the Student Government cannot continue its one-time gift to fund the event and that helped to pay for the Parent and Evening sessions (e.g., publicity & refreshments).
- Newburgh Extension Center has no formal Orientation program.

PLACEMENT ASSESSMENT TESTS
Concerns
- The environment of the test taking facility needs improvement.
- A learning disability counselor to work to meet the proper accommodations for disabled applicants is needed.
- Technology has not been used to its potential in placement assessment, especially in writing, but the accuracy and integrity of placement must also be maintained.

REGISTRATION
Strengths
- Survey data indicates that students are satisfied with the available hours and staff of registration.
- Response to student needs and requests are accomplished in the timeliest fashion while maintaining the needs of the students and of the college.

Concerns
- The Registration office does not have enough staff to handle the needs of students in a timely manner due to increases in student enrollment and program options.
- The need exists for new on-line or phone registration options.

SAFETY AND SECURITY
Strengths
- Safety and Security employs experienced personnel from all facets of law enforcement in all areas of campus safety and security.
- Safety and Security maintains good relationships with campus and community members and agencies.
- This office communicates well with various campus departments and student organizations, including offering in-class presentations; providing workshops for students, staff and faculty on safety issues; and utilizing a variety of publications to disseminate information throughout the College community.

Concerns
- The assistant director is only a part-time position.

- Continual coverage is not provided for each building.
- Because of the arrangements at the Newburgh Extension Center, Safety and Security lacks control over Newburgh personnel.
- The ability to communicate with security is not consistent.
- The Crisis Management Plan needs to be updated and communicated to College community.

STUDENT LIFE
Strengths
- Dedicated staff actively seeks out better ways to serve students (New Student Orientation, Student Life Day, etc.).

Concerns
- The unique characteristics of community college students and the nature of a community college make it a challenge to get enough students to participate.

STUDENT SUCCESS CENTER
Concerns
- The Student Success Center is understaffed and needs staff that can provide the appropriate student success guidance.
- The purpose of the Center and its usefulness has not been effectively communicated to the faculty.
- Better (tracking) assessment and measurement of this service is needed to provide information concerning its impact on student success and retention.

THE TUTORIAL CENTER
Strengths
- Students have access to a variety of tutorial services in a number of areas at reasonable costs.

Concerns
- There is a shortage of qualified tutors and a shortage of available times.
- Course syllabi do not consistently mention the Tutorial Center in the support services section of their syllabi.
- The low pay rate and minimal benefits for both the student and professional tutors discourages qualified individuals from working and/or staying at the Tutorial Center.
- The referral form gives instructors the right to deny a student's request for tutoring. As a result, the student must appeal this denial in order to be eligible for tutoring.

RECOMMENDATIONS

1. Update printers to reduce malfunction and back-ups in the registration process.

2. Provide On-line payment options. This will also reduce the number of printers needed as tuition bills and receipts will be available for the students to print themselves.

3. Review the deletion for non-payment process to determine if there could be any additional efforts made to remind students of the "final" deadline just prior to deletion.

4. Provide a budget for guest presenters and lecturers in the CALL Center.

5. Provide appropriate staffing to extend the CALL Center's hours of operation.

6. Increase staffing to allow for more Career Services outreach programs (i.e., classroom presentations, on-site community presentations, and increased presence at extension sites).

7. Develop a "free standing" expanded child care facility on campus—move out of the current location and into an actual child care facility, designed by experts especially for the purposes of child care/education.

8. Develop and implement a plan to assess the quality of curriculum advisement provided by counselors, part-time counselors, and faculty.

9. Establish FERPA training that specifically addresses Counseling Center issues.

10. Review changes in Counseling's organizational structure (Coordinator, Assistant VP positions) for effectiveness in meeting their goals and in providing student services.

11. Assess peak advisement times to facilitate future planning.

12. Hire additional counselors for both campuses, but especially the Newburgh Extension Center.

13. Implement a faculty workshop that focuses on the services provided by the various areas within student services.

14. Develop and implement, or assess – if already existing, a plan to deal with the changes in the student population and the increases in classroom control problems and grievances.

15. Provide funding for professional development to counsel students regarding issues of career, transfer, personal and educational counseling.

16. Provide funding for a reliable computerized assessment instrument to facilitate instant admission, advising, and registration.

17. Fill the vacant positions for the Coordinator of Counseling and two counselors.

18. Upgrade Financial Aid computer systems as current hardware has become outdated.

19. Provide each Financial Aid staff person with his/her own computer.

20. Increase the amount of work study funding spent by developing recruitment or methods to draw students who can make more money elsewhere into the system.

21. Fill all vacant and needed positions in the Financial Aid area.

22. Provide more professional development activities for Financial Aid staff and increase the conference and travel budget.

23. Develop an "auto-packaging" system to further expedite the financial aid process.

24. Develop ways to increase communication between Financial Aid and the College community to ensure policies and procedures do not adversely affect financial aid students.

25. Provide better Health Services communication directly with students via the campus student e-mail system.

26. Provide for a Physician or Nurse Practitioner on campus at least one day a week (or two half days) to offer sick call, on-site physicals, OB-GYN exams, and sexually transmitted disease testing.

27. Establish an on-site immunization clinic.

28. Increase Health Services hours at the Newburgh Extension Center.

29. Provide funds to purchase computer software that would enable tracking and follow up on incomplete immunizations and appointments for series completions, automatically generating follow up letters, thereby eliminating the numerous lists and letters currently maintained.

30. Provide funds to purchase medical management software, allowing efficient collection and retrieval of health information on all students with current and chronic health problems. This would enable rapid response in the most effective and appropriate manner in case of a medical emergency or illness on campus.

31. Increase the number of faculty facilitators at Orientation.

32. Create a line item to fund Orientations.

33. Establish Orientation program for the Newburgh Extension Center.

34. Develop a center specifically for test taking.

35. Provide appropriate counseling during testing for students with disabilities.

36. Develop means to assess the effectiveness of computerized placement assessment, maintaining the integrity of placement standards and accuracy.

37. Implement on-line and telephone registration processes.

38. Assess the need for increased staffing in the Registration area.

39. Increase the hours of the part-time assistant director for Safety and Security to full-time.

40. Increase security personnel to patrol each building.

41. Update equipment to increase ability to communicate with security in "dead zones" (currently underway).

42. Move Newburgh security services in-house to better train and supervise personnel.

43. Update the crisis management plan (currently underway) and hold training sessions within each building.

44. Increase staffing and funding to bring more Student Life programs to students.

45. More clearly define and fully integrate the services of the Student Success Center into student services.

46. Include the one-person SSC department in an "interdepartmental" group which includes similar services providers (e.g. Counseling Center, Call Center, Career Center, etc.) as a means of communicating and generating ideas to more fully explore and realize the Center's potential.

47. Assess the effectiveness of the Student Success Center, identifying its current 'real' uses in relation to its intended purposes and goals.

48. Develop a plan for increasing college-wide awareness and knowledge of the SSC facility, its mission and goals.

49. Increase pay rate of tutors to attract and keep qualified tutors.

50. Encourage faculty to provide early notification to students of tutoring services available.

STANDARD 10: FACULTY

Overview

The faculty of Orange County Community College consists of qualified professionals who are committed to excellence in teaching within the framework of the mission and goals of the institution. Faculty, for the purposes of this report, is defined as those individuals who are responsible for the institution's academic development and delivery. This definition encompasses full-time faculty, academic department chairpersons, academic coordinators, librarians, counselors, academic technical assistants and part-time faculty (including day and evening adjuncts). According to the SUNY Institutional Research Report for Fall 2001, at Orange County Community College the total number of teaching faculty was 333. In this report, teaching faculty includes all faculty (full and part-time), academic department chairpersons, and academic coordinators. Of that number, 149 (44.7%) were full-time faculty and 184 (55.3%) were part-time faculty. In comparison, the same report dated fall, 1997, identified 429 teaching faculty with 129 (30.1%) full-time faculty and 300 (69.9%) part-time faculty. This comparison demonstrates an increase in the percentage of full-time to part-time faculty during this time span. A review of similar SUNY data for the academic years between 1997 and 2001 also supports this conclusion. According to the college's institutional research office in the Fall 2002 there were a total of 1,304 course sections taught by faculty. Of that number, adjunct faculty taught 384 of these course sections. In the Fall 2002, therefore, full-time faculty taught 71.6% of these course sections and adjunct faculty taught 29.4%.

The process of determining strengths and weaknesses required a comprehensive review of institutional research documents, college-wide surveys, and sub-committee

developed surveys, interviews and anecdotal comments. For this document, the Faculty Positions Only Report of the SUNY Orange Fall 2002 Faculty/Staff/Administration Survey (See Appendix 4) was utilized. This document contained a total of 121 responses. In this survey, which will be referred to as the "Faculty Survey", 76 full-time faculty, 32 part-time faculty, 9 academic department chairs, and 4 academic coordinators responded. The sub-committee developed a separate department chairs survey that will also be referenced (available on site).

Hiring Qualifications

Taken from survey responses from department chairs, the following information reviews how qualifications and hiring criteria for faculty positions are established. Once the VPAA gives the chair permission to pursue the search, the qualifications and hiring criteria for new faculty are developed from a Vacancy Position Request Form, prepared by The Human Resources Department. In most instances, once the position is approved, the department chair consults with department coordinators and tenured faculty for input into specific requirements that need to be met for that particular open position. Departments that have advisory boards and accrediting agencies consult with those bodies. The requirements are then forwarded to Human Resources, the Vice President for Academic Affairs, the Vice President for Administration and then to the President for final approval. Should there be need for further adjustments, the department chair is again consulted.

Search Procedure

According to the Affirmative Action Manual, the Search Chair's Check List and the Faculty Association contract, a Search Committee is formed for each position. Human Resources conducts a meeting with the search committee to explain equal opportunity

procedures as well as other critical qualifying factors for candidates. The Search Committee looks at the qualifications outlined in the Vacancy Form and creates an evaluation grid. Individual Search Committee members numerically evaluate each applicant on this evaluation grid. These ratings determine which candidates will receive interviews. Once candidates for interviews have been determined, the search committee develops standard questions that all applicants are asked. In addition, most departments now ask each candidate to prepare and present a short lesson.

During the interview process, the Search Committee chairperson informs candidates that their references will be contacted. The candidate signs a Reference Background Waiver. The chairperson of the Search Committee then checks references before the committee makes its final recommendations. The Search Committee selects a minimum of 3 unranked finalists. The names of the finalists along with the rating sheets are sent to the Affirmative Action Officer. The Affirmative Action Officer then checks to see that all affirmative action procedures have been followed. Finally, the names of the finalists are then sent to the Vice President for Academic Affairs. The Faculty subcommittee's research shows that each Search Committee follows these procedures rigorously.

However, the respondents to the faculty survey show a discrepancy. According to the survey, 38% (43 agree 29 disagree, 42 no knowledge) of the respondents "agree/strongly agree" that the administration adheres to its stated policies in the conduct of hiring, searches and appointments. Fifty-one percent (58 agree, 18 disagree, 38 no knowledge) of the respondents "agree/strongly agree" that the process for determining

the makeup of faculty search committees is effective, while 61% (71/116) "agree/strongly agree" that the College effectively recruits qualified faculty.

Underrepresented Applicants

The College has done much to increase the hiring of underrepresented segments of our service area. As of Fall 2003, 8% (11/133) of faculty members were minority members. Compared to the student body as of Fall 2003, with its 24% minorities, efforts to recruit minority faculty might not seem to have been very effective; however, new endeavors over the past 10 years reflect a genuine desire to provide every opportunity for promoting recruitment and hiring of underrepresented segments of our service area. Anecdotal reports to the sub-committee suggest that successful recruiting may be difficult because of our location, cost of living, and entry level salary offers.

In all relevant College publications, the following statement is included: "Orange County Community College is an equal opportunity/affirmative action institution. In accordance with Federal regulations, the New York State Human Rights Law, the Section 504 of the Rehabilitation Act of 1973, Orange County Community College does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in employment or in the educational programs and activities which it operates." In keeping with the College's equal opportunity/affirmative action policy, a supplemental personnel data form is sent to each applicant for a faculty position. The applicant is voluntarily invited to complete the form with information on gender, citizenship, race, national origin, military service and any disability. This material is not available to the search committee until they have decided on the interviewees. As long as these self-identified candidates meet the

minimum requirements, the search committee is required to invite at least one of the self identified individuals for an interview.

In the College's 2001/2002 - 2005/2006 long range plans the following objective is found: "To maintain and develop full-time faculty and staff and proactively recruit diverse candidates for vacant positions in order to serve the educational needs of students." A greater effort has been made to strengthen links with minority organizations and with corporate efforts to recruit minorities, women and other protected groups as a means of working towards that goal. Advertising was also broadened to increase the chances of attracting underrepresented applicants.

Faculty Responsibilities

The defined responsibilities of faculty are documented in the professional vacancy notice, the appointment letter received by all new hires, and in Article IV of the collective bargaining agreement (contract) between the County Legislature/College and the Faculty Association.

The contract details the negotiated definitions of the responsibilities for all faculty members. The contract language defines teaching load, course preparation, class assignments, and details the policies and procedures that are to be followed in determining how teaching assignments are made. Additionally, the contract contains items that apply to a specific department, i.e., a 25-student cap for Freshman English courses, or to specific non-teaching job titles, such as counselors and librarians, covered under the faculty contract. The contract also covers non-teaching, "professional responsibilities and activities," including curriculum and course development; office hours; course budget preparation; department planning; attendance at department and

college meetings including a Fall workshop; convocations and spring commencement; committee participation; student advising; and "other duties as assigned."

In addition to defining faculty roles and responsibilities through professional vacancy notices, appointment letters, and the faculty contract, the College has a faculty handbook. However, the last issue of the faculty handbook was updated in 1988. Although the Vice President for Academic Affairs has stated that there is a planned update of the faculty handbook scheduled for summer 2003, it has not been accomplished because of ongoing contract negotiations and plans for the reorganization of Academic Affairs.

The faculty survey indicated that while 72% (84 agree, 32 disagree, 0 no knowledge) of the respondents perceived their responsibilities clearly, there is a sizable minority, 28% (32/116), who do not. Certainly, there is room for improvement.

Curricula

Orange County Community College has a detailed process in place for designing, maintaining, and updating educational curricula. The process to establish a new program is a separate (but related) design process than that for the approval of an academic course.

Briefly, the process starts in the department with market research to demonstrate a need. Once a need has been established, the department creates the course or program that is sent to all departments for review and comment. The course or program is then presented to the Curriculum Committee and, if approved, goes to the Vice President for Academic Affairs. If it is approved at this level, it then goes to the President and then the Board of Trustees. Programs also require subsequent approval by the State University of New York, the State Education Department and any appropriate licensing boards.

The process for maintaining and updating educational curricula varies per degree program. Health Professions, Business and Electrical Engineering Technologies Programs (AAS Degree) are maintained and updated through a rigorous accreditation process. Since academic year 2001, the Transfer Programs (AA and AS Degree Programs) are being maintained and updated through a comprehensive assessment process. The General Education requirements mandated by SUNY have required the college to develop a specific General Education Plan to assess student learning outcomes. This process helps the college to measure outcomes that are consistent throughout the SUNY system.

Expertise

The college effectively uses the expertise of qualified faculty and administrators throughout the program and course proposal process. They serve as originators, reviewers and approval bodies. The composition of the Curriculum Committee itself represents a cross-section of faculty and administrators. The Assistant Vice President for Curriculum and Instruction, the Director of Records and Registration and the Vice President for Academic Affairs participate in this committee as ex-officio members. Although it appears that the College does a good job of using the available expertise, a significant minority felt that their knowledge and experience was underutilized to design, maintain and update curriculum. Survey data indicates that 61% (71 agree, 40 disagree, 5 no knowledge) of the respondents reported that their expertise was being effectively used to design, maintain, and update curriculum.

Excellence in Teaching and Professional Growth

Excellence in teaching is evidenced most notably through the formal promotion, retention and tenure (PRT) process. Within this formal faculty evaluation procedure, a

college-wide Evaluation Categories Checklist, developed by a joint committee of administration and faculty, establishes criteria by which faculty demonstrate teaching excellence. The process includes the formal departmental evaluation team's classroom observations and, depending upon the department, may also include a review/evaluation of the instructor's course materials, including syllabi, sample units, graded papers/exams, and teaching techniques.

The evaluation process includes a "Professional Development" category, where faculty are rated for participation in professional development in one's own or a related field; involvement in scholarly activities and creative endeavors that support the college mission/vision; and membership/participation in professional organizations. For instance, this evaluation may cite professional conferences like ESATYCB (Scientific Conference for Two-Year College Biologists), seminars/workshops/ institutes like the college's Leadership Conference; training sessions; publications from journal articles to original poetry and fiction; graduate and Continuing Education coursework; development of new courses like "Literature and The Immigrant Experience"; online and web-enhanced courses; use of technology in the classroom; departmental initiatives like Summer Star Theater, the College/Community Orchestra, and ongoing exhibits in the Harriman Gallery. Many of these teaching excellence/professional development activities are also celebrated and publicized in the college-supported *Faculty and Staff Development Newsletter*.

While it is clear, through the factors considered in PRT, that the College values excellence in teaching and scholarship, recognition for faculty who are not in the PRT process is limited. Although their accomplishments can be the bases for the awarding of

Merit Awards, few faculty have received them over the past two years because of budgetary concerns.

Advancement and Development

The College supports professional advancement and development through professional development monies, the Faculty and Staff Development Committee, in-house training and workshops, and the annual Professional Development Stipend and Professional Development Days. While there are several avenues to gain financial support, funding has been very limited.

During the last two years, sabbaticals have been "frozen" and departments have lost their allocations for faculty conferences because of budgetary constraints. In an interview, the Faculty and Staff Development Committee Chair notes that over the last three years the Committee has allocated about $50,000 for dispersal to faculty and staff applicants. However, overall, the Chair notes that "the funding is poor." The usual yearly $25,000 for course work "for over 200 people is only about $125 per person" and suggests "Funding should be increased each year by at least inflation. This year's budget was lower than 2 years ago by about $1000. During AY 2001-2002, the funding was taken away before the end of the first semester." While development funds are contractually allocated directly to faculty for professional development on an annual basis, untenured faculty have not been eligible for those funds in the past.

While monies have been scarce, department chairs indicate that in-house training and workshops are effective (i.e., the Spring 2002 Leadership Conference and the Human Resource's "Civility in the Workplace"). Chairs cite technology training and other workshops as being positive.

Standards and Procedures

For the most part, standards and procedures for tenure, promotion, discipline, grievance and dismissal are covered under Faculty Association contracts. While there are general provisions in the contract covering teaching effectiveness and PRT, the contract states, "Each department shall determine its own evaluation system, subject to approval by the College President or his/her designee, not later than October 15 of each academic year at a formally constituted department meeting by secret ballot and by a majority vote of those attending." These must include teaching evaluations by peers and department chairs, as well as written materials pertaining to teaching and the faculty member's knowledge of the subject area.

If the department committee recommends a faculty member for tenure, his/her name is put forward to the Promotion, Retention, and Tenure Committee by his/her Department Chair. This committee "consists of the Vice President of Student Development, one other administrator named by the President, three (3) Full Professors (from different departments) elected by the members of this unit, and the Department Chairperson of the individual whose status is being examined" (Faculty Contract). The committee's recommendation is given to the President. According to the Faculty Contract, "Anyone joining the full-time faculty shall be granted tenure at the time of his/her fifth consecutive appointment, if a fifth consecutive appointment is offered." Faculty are promoted by the same PRT committee procedures after recommendation by their departments.

These standards and procedures are published in the Faculty Association contract distributed to all faculty. They are also in the department evaluation procedures, distributed to department members each fall. In addition, a form listing "Evaluation Categories" is published in the Academic Affairs office and distributed through

departments. The "Evaluation Categories" form was created by a PRT advisory committee, with representation from both unions, members of the PRT committee and administration to ensure a uniform method of evaluation for all faculty. Although many faculty support the process, there has been intense discussion about the use of numbers in the evaluation categories.

Fairness

According to the Fall 2002 "Faculty Survey", 49% (55 agree, 35 disagree, 22 no knowledge) of the respondents agreed that the PRT process itself is fair. When answering whether the PRT process is administered fairly, 50% (56) agreed, 31% (35) disagreed or strongly disagreed and 21 (19%) responded not applicable.

The faculty members have the right to respond to their evaluations, as well as the right to appear before the PRT committee. However, attendance at the committee hearing is voluntary. When the PRT procedure is not followed, the faculty member has the right to grieve the process. On the Fall 2002 "Faculty Survey", 55 of 113 respondents (49%) agreed or strongly agreed that they had "adequate knowledge" of the faculty grievance procedure, 49 (43%) disagreed or disagreed strongly and 9 (8%) indicated that the question was not applicable. Only 107 answered the question about whether the faculty grievance process was fair and 32 (30%) considered the question not applicable. Fifty-four (50%) agreed or strongly agreed that it was fair and 21 (20%) disagreed or strongly disagreed. Results of the survey also indicated that 49% of the respondents (55 agree, 49 disagree, 9 not applicable) indicated that they had adequate knowledge of the faculty grievance procedure. Also, 50% of the respondents (54 agree, 21 disagree, 32 not applicable) indicated that the grievance process itself was fair.

While there is widespread input into the process, an inconsistency has been identified. When compared to other SUNY community colleges, SUNY Orange faculty have a higher percentage of lower ranking faculty than other SUNY schools.

Table 8: Comparison of faculty ranks between SUNY Orange and other SUNY community colleges

RANK	SUNY ORANGE	AVERAGE AT OTHER SUNY COMMUNITY COLLEGES
Full Professor	20%	35%
Associate Professor	23%	20%
Assistant Professor	24%	26%
Instructor	33%	19%

Educational Program Oversight

In general, it is the Department Chair who has direct responsibility for educational programs. The Vice President for Academic Affairs piloted a standard procedure for the evaluation of department chairs. The procedure was developed and recommended to him by a committee made up of representatives from Academic Affairs, department chairs and coordinators. It has not yet been assimilated into the Staff/Chair contract. A similar procedure for coordinators has not been fully developed or implemented. The College community is not well informed about the chair evaluation process because it is so new.

Adjunct Faculty

Part-time adjuncts are required to have qualifications similar to full-time faculty. In general, adjuncts need to have Master's degrees, teaching experiences, and satisfactory references. In particular departments, adjuncts may be hired without Master's degrees, if they have significant course work or professional expertise in the subject area. The Department Chair usually supervises part-time adjuncts, although larger departments have Coordinators and/or Mentors who help with the supervisions of adjuncts, both day and evening.

The ongoing evaluation of teaching effectiveness for adjunct faculty varies widely among the departments, depending largely on personnel resources (coordinators) and department turnover of adjuncts. Classroom or clinical teaching observation is a major tool; other secondary tools may include review of course materials and student assignments.

Academic Technical Assistants

An Academic Technical Assistant needs at least an Associate's Degree and one year of experience or an equivalent with three years of experience in their subject area, expertise in their field and satisfactory references. A Bachelor's Degree in Technology is preferred. In all cases, the Vice President for Academic Affairs makes the final hiring recommendation to the President based on the recommendation of the department chair. Evaluation of academic technical assistants is determined by their supervisor, usually a department chair.

Adjunct Faculty Integration

Perhaps VPAA Dr. David Rule's response best describes the College's current progress on integrating adjuncts into the College Community. "In a word: unevenly," he responds. It is uneven and, as one department chair says, "a severe uphill battle." Within the administrative structure, the Academic Affairs Office has taken a major step at integration; department chairs report on wide-spread, ongoing activities at their level. For AY 2002-2003, the VPAA redesigned the Assistant to the Vice President job description; a major job function now is the integration of adjuncts with recent (a) establishment of an *Adjunct Newsletter,* which supplements adjunct coverage in the college-wide *Faculty and Staff Development Newsletter* (b) planning for day and evening adjunct email (Summer 2003), and (c) the reinstitution of the annual wine and cheese adjunct reception.

Additionally, as a result of the most recently negotiated Faculty Association contract, the VPAA's office has increased adjunct promotion possibilities. The Vice President for Academic Affairs, during the hearing of this sub-committee report, stated that adjunct promotions to date have been fully supported.

When surveyed by the Sub-Committee, a number of department chairs acknowledged an overall college-wide attempt to effect the integration: "Recent attempts…are good starts," said one; "getting better," characterized another. Department chairs report that efforts at their level include the creation of Coordinators/Mentors whose principal job responsibility is to work formally and closely with the day and evening adjunct faculty, from the hiring through training, evaluation and rehiring. However, department chairs and coordinators point out a divisive element in the college-wide integration efforts: a growing pay differential between day and evening adjunct assignments. Day adjuncts are represented by the Faculty Association and included in its contractual talks, especially in relation to pay; evening adjuncts have no representation. For a 3 credit Course in Fall 2003, day adjunct instructors received $2,148, while evening adjunct instructors earn $1575 for the same 3 credits. Additionally, under the present Faculty Association contract, day adjuncts can qualify for 1 paid office hour per course (maximum: 3/semester) at the semester's $561/lab hour rate. Evening adjuncts have no such opportunity.

Support services for evening adjuncts are more problematic. Photocopying is a major example. Day adjuncts can easily access the college's Photocopy Center and departmentally based photocopiers. Evening adjuncts cannot. The Photocopy Center does not have evening hours; many department copiers are, of necessity, locked away at

night. Secretarial aid is also scarcer, due to similar day work hours. Voice mail is not available for all adjuncts; however, all adjuncts do have e-mail as of Spring 2003.

Evidence from the 27 adjunct respondents to the college-wide faculty and staff survey adds to this uneven picture of integration. One group of responses shows the link between communications and integration. Communications with this group shows wide variation and lack of consistency. Eleven percent (3/27) of the respondents receive information on campus by voice mail; 89% (24/27) through interoffice mail; 22% (6) by email; 52% (14/27) by "word of mouth"; 44% (12) by Faculty and Staff Development Newsletter; 11% (3) via the college web site; and 4% (1) through interdepartmental meetings. What, then, are they knowledgeable about – and to what extent – in relation to the college? Sixty-three percent (17/27) "agree/agree strongly" that they are "familiar with the college's mission, goals and objectives"; 7% (2/27) Disagree"; and 30% (8/27) have "no knowledge." Forty-one percent (11)"agree", 7% (2) "Disagree" and 48% (13) have "no knowledge" of the effectiveness of the "Current organizational structure" in meeting those mission and goals. Forty-one percent (11) are "aware of institutional policies on academic and intellectual freedom"; 48% (13/27) have "no knowledge."

Overall, though, the 27 adjunct respondents were positive about their work at the college. Ninety-three percent (25/27) "strongly agree/agree" that "I enjoy working at this institution"; the remainder did not answer that question. Seventy-four percent (20/27) "agree/agree strongly" that "I am valued for my experience and expertise"; 1 disagreed; 3 had "no knowledge."

Academic Freedom

According to the College Mission and Goals, "The college environment provides personalized attention, equity and diversity, and a sense of community under the

principles of academic freedom." The Faculty Association Contract also includes a statement regarding academic freedom related to classroom discussion, inquiry and research, and includes the recognition that faculty should act, speak, and write responsibly as a "citizen, member of a learned profession and a representative of an educational institution." (See Faculty Contract on site for the full statement).

The Faculty Association Contract also states "a faculty member has the right to select the textbooks to be used in the courses he/she teaches. If the textbook has not been used for the respective course in the five prior years, such textbook selected must be transmitted to the Department Head at least five weeks prior to the start of the semester. The Department Head shall have two weeks in which to decide if such selection is not appropriate for the course. In the event the Department Head decides that the textbook is not appropriate for the course, the faculty member may appeal to the Vice President for Academic Affairs, whose decision shall be final and binding."

The Vice President for Academic Affairs stated that he is not aware of any faculty member who has had a problem involving academic freedom. In the Faculty Survey, 72% of the faculty (83 agree, 13 disagree, 20 no knowledge) responded that they were "aware of institutional policies on academic and intellectual freedom as outlined in publications such as the catalog and faculty/staff/chair contracts." Furthermore, 72% of the faculty (84 agree, 9 disagree, 23 no knowledge) reported that they believed that these policies allow for a climate of academic and intellectual freedom. Lastly, 79% of the faculty (92 agree, 19 disagree, 5 no knowledge) responded that the College creates an environment in which their academic freedom and academic responsibilities are balanced.

SUMMARY

Strengths
- The current process for establishing qualifications and hiring criteria for faculty is effective and should be continued.
- Academic freedom is well delineated, embraced and practiced.

Concerns
- From the perception of the survey respondents, search committee processes and procedures need to be better communicated to the entire faculty.
- Despite the College's good efforts to promote recruitment in hiring the underrepresented, actual hires do not reflect these effort due to other factors.
- Faculty not undergoing PRT have few venues through which faculty recognition and professional development can be gained.
- The value of scholarly research and community is not regularly communicated to all faculty or recognized.
- Budgetary constraints have been cited as impacting negatively on the development and advancement of faculty, including the freezing of sabbaticals for two years and the loss of conference funds.
- Adjunct issues continue, particularly in disparity of pay, support services, inconsistencies in evaluations, and promotion opportunities.

RECOMMENDATIONS

1. Develop a detailed generic job description for full-time and part-time faculty; make it consistent with the hiring letter, the Faculty Association contract and other related College documents.
2. Investigate those factors that may be negatively impacting the hiring of underrepresented faculty; in particular, examine entry level salaries and their impact.
3. Establish equity between day and evening adjunct compensation.
4. Institute more consistent, continuing avenues by which to acknowledge faculty excellence, especially in relation to scholarly research and community service.
5. Restore sabbatical and other professional development funding; retain professional development monies for continued distribution through Faculty & Staff Development Committee while continuing annual development stipends for tenured faculty.
6. Educate all relevant College personnel about the process of department chair evaluations and gather data concerning its effectiveness.

STANDARD 11: EDUCATIONAL OFFERINGS

Overview

In keeping with its mission, the College offers four AA, nine AS, twenty-two AAS and nine one-year certificate programs as well as academic support services that include a developmental education program, ESL offerings, tutorial services, a Learning Resource Center, Instructional Media services, skills labs for writing and reading and math, an interdisciplinary Writing Consultancy Project, Continuing and Professional Education (CAPE), and the Institute for Business, Industry & Government (IBIG). The College's offerings are broad, in keeping with the course distribution requirements for degree programs and with SUNY General Education Initiatives. These, in turn, have been developed around transfer degree requirements for four-year higher education institutions, professional and workforce demands, and the needs of the local citizenry. The degree and certificate programs, therefore, range from an Associate in Arts degree – Humanities & Social Sciences, including a Jointly Registered Teacher Education Program (JRTEP) track articulated with SUNY New Paltz and an International Studies emphasis, to an Associate in Science degree that includes emphasis areas of Business, Computer Science, Criminal Justice, Engineering, Exercise Studies, and Mathematics & Natural Science, also including a JRTEP track. The Associate in Applied Science degree programs include specific areas of Business, Computers, Criminal Justice, seven different programs in the Health Professions, Early Childhood, Electrical Engineering Technology, Performing Arts, and Visual Communications Technologies. The one-year certificate programs have been developed and provided to address the economic development needs of the community, its citizens and employers.

Pre-College (developmental) versus College-Level Study

While the College does provide a brief explanation of Developmental Studies on page 22 of the College Catalog, and further describes the Developmental Education Program on page 112, the emphasis of these descriptions is on the process that places one in a developmental course and the policies/procedures that thus apply. Most succinctly, the catalog states that the College "offers a variety of developmental courses for students who need to strengthen their basic skills before enrolling in college credit programs" (p. 112). A clearer sense of the need for students to take developmental courses appears in the Assessment Success at SUNY Orange pamphlet provided to students prior to taking the placement assessments (available on site). The pamphlet notes that the assessment measures a student's abilities in math, reading and writing. If the results indicate the student is "not ready for college level work, [he/she] will be required to enroll in developmental courses so that [he/she] can bring [those] skills up to college standards and assure [his/her] academic success." Students also find courses with placement or developmental course prerequisites listed in each semester's Course Schedule. While this may link a course to its developmental prerequisite (or vice versa), it does not explain what specifically in a developmental level course may be distinct from the subsequent college-level course.

The best distinctions are communicated in at least four ways, usually in this order: Admissions or Counseling Center personnel informing students during the routine of admissions and/or registration counseling; specific course descriptions in the College Catalog; course syllabi; course instructors.

Perhaps the most valuable communication of the distinction between the developmental and college-level comes from the course instructors themselves.

Instructors in developmental courses frequently spend the first class meetings explaining the skills deficits (including study skills, habits and attitudes) that may have placed students in their course, going over the course syllabus and course objectives, and outlining the skills necessary by the end of the semester in order to increase students' chances for success at the next level of study. In addition, they often require an in-class pre-test or sample assessment to provide a double-check on placement assessment. The emphasis during these courses throughout the semester is on the preparatory nature of the course for the next level course. Instructors in the college-level courses requiring proficiency in those skills also frequently spend their first class sessions noting the basic skills that students at that level are expected to have mastered sufficiently to succeed in the course, and going over the course syllabus and course objectives. In courses that follow a developmental skills level course, i.e., Freshman English 1 following Basic Writing Skills 2, instructors also may note – for those students having come from the developmental level – how the skills learned in their developmental course will fit in to their potential success in the college-level course.

Developmental Course Effectiveness

While developmental courses descriptively appear to prepare students for college-level study, the actual effectiveness of these courses in preparing students is a much more complex and difficult question. Developmental students come with a wide range and variety of factors that have hampered their academic success in the past, only one of which may be skills deficits. In fact, the skills deficits themselves may be caused by factors beyond the walls and reach of academia: economic, cultural, social, familial and psychological elements of the individual student's life.

Assessment does occur in various forms. The English Department Assessment Project for AY 1999-2000 involved looking beyond the writing skills connection with Freshman English 1 (11101) to the reading skills connection. The assessment was pursued because of a perceived trend in students who placed in Reading & Study Skills 2 (11060) but also placed in Freshman English 1; registered for both courses concurrently, these students appeared to be having difficulty and low success rates in the Freshman English 1 course. Surveys of students and instructors, and tracking of grades for students who <u>completed</u> both courses, as well as looking specifically at the Freshman English 1 research paper grades for those students, indicated that this cohort of students was "at a much higher risk of not succeeding in 11101." As a result, not only was the connection drawn between reading skills and success in the college-level 11101 course, but also a recommendation was passed through the department and Curriculum Committee requiring students to "successfully complete 11060 before they take 11101." (English Department Assessment Project, available on site)

In 2000, the Coordinator of Developmental Education compared the 1997 success rates of students testing directly into college-level courses with those of developmental students advancing from a developmental course into the college-level course. In her report summary, she notes, "The developmental population is proportionately passing at much the same rate compared to the other population [non-developmental] as was the case in 1990," for students attempting Freshman English 1 and Basic Math 1 courses. ("Developmental Education Assessment Report 2000", available on site). For the 1997 population, in fact, a greater proportion (72.4%) of students who took the developmental-level Basic Writing II course before taking Freshman English 1 passed Freshman English

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1 compared to the 65.5% of those students who placed directly into Freshman English 1. The indication of this report is that students who have taken a developmental course are indeed effectively prepared at least as well as those students who place directly into the college-level course.

According to the Chair of the Math Department, plans to assess the effectiveness of developmental math courses are underway. The current study came about from the establishment of the Summer Developmental Institute and is planning to track students from the summer program into their college-level math courses. Since the study is ongoing, no data is available at this time.

Overall, however, assessment of the effectiveness of developmental courses based on persistence and grades in college-level courses has been difficult, hampered by the College's inability to track such student cohorts with its present technology. The College has just recently launched a new system update aimed at enhancing student tracking for a variety of purposes and at providing better degree audit capabilities.

Placement Assessment

Placement assessment at the College falls under two major areas of administrative control. Academic Affairs and the relevant academic departments determine the appropriate instruments to be used for placement assessment and for providing, in the case of writing placement assessment, the academic professionals to score the placement test. Student Development determines the process, venue, and scheduling for placement assessment and the personnel to administer the tests. While this topic deals primarily with the responsibilities of Academic Affairs, the discussion cannot help but also consider the role of Student Development in administering the placement assessment test to students and in assuring compliance with related State and/or Federal regulations

governing financial aid in particular. Information about placement assessment is provided to students in the College's "Assessment Success at SUNY Orange," a pamphlet collaboratively created by the academic departments of Math and English and the Student Development areas of Admissions and Counseling. Sample questions for each area are included. All three tests currently given are performance-based; students must calculate, read and write for the respective parts of the placement assessment.

The academic departments, especially the English and Foreign Languages Department, have invested an incredible amount of time and effort to improve the reliability and validity of the placement tests. This department's chief concern remains keeping with 'best practice' in the academic profession: using writing to assess writing (instead of computers), providing standardization through a grading rubric and regular rating workshops, and using faculty readers who teach the courses into which students will be placed.

Student Development and the Academic Departments have competing goals. While both areas are concerned about accurately placing students into the correct courses, Student Development is more concerned at times with moving students through the system quickly. A good argument can be made that students who languish in the system are less likely to become students. At this time, communication and jurisdiction problems persist between Academic Affairs and Student Development. Efforts continue to clarify responsibility and address both academic and student services needs.

Synthesis of Learning

In general, information that is learned in one course carries over to the next in several ways. Programs are uniformly structured so that courses are taught in a specific sequence that enable acquisition of foundational knowledge and then lead to synthesis and

application. There appears to be a general consensus among the program chairs that these sequences within each of the curricula promote synthesis of learning.

The following is just one example to illustrate how individual departments promote synthesis of learning. The core courses in the Medical Laboratory Technology Program occur in a specific sequence and are organized similarly to a hospital laboratory. Many Health Professions programs use a case study approach, requiring the student to synthesize information previously learned in science, social science, English, communication, and clinical theory courses. The English Department offers a variety of courses that build upon writing, reading, research, and thinking skills that are applicable to any college course requiring these skills. The primary courses fulfilling those needs are Freshman English 1 & 2 and Technical Writing, but many 200-level literature and philosophy/religion/ethics courses build further upon those skills.

Program Goals

Goals for the Associate in Arts (AA) degree are written in a manner that reflects what the students will perform or accomplish upon degree completion. The goals reflect holistic learning outcomes in the areas of critical thinking, humanities and sciences, health and well-being, value reflection, creative expression, and quantitative skills. Several goals are directed toward higher level thinking such as synthesizing, evaluating, and examining. (See 2003-2004 College Catalog, page 65.)

The Associate in Sciences (AS) degree program goals are also stated in terms of what students will accomplish, to include development of skills in communication, health, value judgments, scientific inquiry methods, and acquisition of knowledge in specialization content areas as well as other areas of knowledge. (See 2003-2004 College Catalog, page 70).

Goals for the Associate in Applied Sciences (AAS) degree, stated in the same manner as for the AA and AS degrees, also address communications skills, health and wellness, and scientific methods of inquiry. The goals also reflect an emphasis, however, on acquiring the "professional/technical skills for career entry," professional values, and community/society relationships. (See 2003-2004 College Catalog, page 80). Goals for the AS and AAS degrees are clearly reflective of the differing focuses of the two degrees, one on transfer, the other on career entry.

Goals for certificate programs are worded broadly and do not reflect actual student learning behaviors and outcomes. The general goal of certificate programs is "to provide the opportunity for students to develop job entry skills at the collegiate level" (page 110).

Descriptions of individual programs in the College catalog do not include program objectives. Instead, each program minimally includes a brief description of the program along with admissions requirements and coursework sequences. Many programs do have their learning outcomes in other places such as websites, handbooks and program handouts.

Effectiveness of Curricular and Co-curricular Experiences

Co-curricular activities are evaluated in an ongoing process. The Student Activities Committee, which is comprised of students, develops programs under the advisement of the Director of Student Life. The program evaluation process then involves looking at each program individually by examining student response, student satisfaction, achievement of program outcomes and goals, and thus determining if the program should be continued, modified, or deleted. After each event, Student Life personnel randomly and informally poll students that attended in order to determine

subjective feedback regarding the program. Verbal feedback is also obtained from the Student Activity Committee, Student Government, and various student organizations.

The Director of Student Life and his staff conduct annual meetings to review current programming and to discuss changes. Each program is looked at individually, yet programming is viewed as a whole to ensure that a balance of co-curricular activities are offered.

Evaluation of curricular activities varies by department. In areas such as Business and the Health Professions, departments meet at least annually for curriculum review. Programs with licensing or certification requirements also need to meet the criteria of accrediting bodies and therefore engage in periodic self-studies and reaccreditation evaluations. This process ensures ongoing program evaluation. General Education standards require that these departments regularly assess course placement and effectiveness. These departments meet to evaluate courses and to make changes as needed.

The Curriculum Committee must approve any curricular changes and thereby contributes to the curricular evaluation process. Once a department determines the need for modification or deletion of a course, it goes before the Curriculum Committee for presentation, discussion, and final determination. On an individual level, course instructors continually assess student learning using formative and summative techniques and modify experiences as needed.

Learning Resources

The Learning Resource Center (LRC) provides learning facilities for the college community. These facilities include library instruction classes for students, reference services for students, books on reserve, book collections, online databases for student's

access, a computer lab, interlibrary loan for students and faculty and photocopiers. In addition the college provides instructional materials for the classroom ranging from chalk to computer equipment. Some highlights:

- **Staffing:** The LRC meets the Association of College and Research Libraries (ACRL) staffing standards.

- **Library Instruction:** In the fall semester for 2001, 89 library instruction classes were given. The Fall 2002 faculty/staff survey found that 69% of the survey respondents (110 agree, 5 disagree, 66 no knowledge) reported that the library provided effective library instruction for classes.

- **Book Collection:** The book budget has stayed the same for the last 5 years although the price of books keeps increasing.

- **Reserves:** Presently over 750 books and over 500 videos are on reserve in the successful program utilized by all departments.

- **Online Databases:** The library offers access to 14 online databases both on campus and through remote database access.

- **Computer Lab:** A 25 station computer open lab with internet access is located in the library. Unfortunately, the day-to-day operation of the lab falls on the shoulders of the library staff, which was not to be a regular part of their duties when the lab was developed. Despite this, for the most part the students have been happy with the assistance that they have received. The 2002 survey indicates that 66% (262) were satisfied with the facilities (99 were neutral, 22 were dissatisfied, 89 had not utilized, and 14 were not aware of the library computer lab).

The professional library staff and faculty collaborate closely in teaching and fostering information literacy skills. The faculty bring their students in for library instruction classes. Reviewing cards provided by the LRC on potential book purchases, the faculty recommends the purchasing of approximately 500 library books per year. In addition, the Collection Development librarian sits on the Curriculum Committee so she can be aware of what new programs and courses will be included in the college's curriculum and make purchases accordingly. The faculty uses the library to make

materials available to their students by putting them on reserve. The faculty also uses the library heavily for their own research.

Instructional Materials for the Classrooms

The college provides instructional material for the classroom as allowed by the budget, which has been limited or lacking. The instructional media center inventories the items that are media related such as VCR's, televisions, overheads, CD players, and podiums. There is no centralized location for the inventory of other items such as blackboards, maps and globes. The College has only two "Smart" classrooms (BT 270 and HA 111). While many classrooms are wired for internet access, faculty lack ready access to laptops and projectors to use this technology.

Adult Learners

Presently SUNY Orange facilitates Adult Education through the Center for Adult Lifelong Learning (CALL). CALL was created by the Counseling and Guidance Center to provide support on campus for adults returning to education. In conjunction with the Counseling and Guidance Center resources, CALL "serves the unique needs of the adult student" by providing the following: a supportive environment staffed with college counselors, adult specialists and adult student volunteers to enable adults to take the beginning steps toward returning to education; re-entry counseling to provide adults with the decision-making and goal-setting strategies necessary to balance school, work and family; career counseling and academic advisement to assist students in setting clear goals and in making sound academic decisions; vocational testing to assist with career decision making; a resource library of current career books and micro-computer software materials, including the "Discover for Adults" career guidance program; workshops and seminars on special topics such as "Returning to School," "Time Management," "Stress

Management," and "Study Skills;" a lounge area where adult students can meet other students, find a place to relax and share information, as well as have a quiet place to study; referral services to college offices and community agencies.

Every Fall and Spring semester, the Counseling and Advising Center offers a non-credit course entitled, "Adult Re-entry to College." This course consists of four 1 ½ hour classes. The CALL center also offers two-hour monthly workshops on the following topics: writing letters and resumes; job searches and follow-ups; questions and answers about college transfers; listening, reading and note-taking; test anxiety; "Coming to America: The Immigrant Experience," meditation; and criminal justice careers. However, many of these services are offered in the daytime, which may be inconvenient for evening or working students. Furthermore, academic department support may vary from program-to-program.

Learning Outcomes - Course Syllabi
A random review of a sample of course syllabi written within the period of Fall 2000 to Spring 2002 terms was conducted in order to determine compliance with College policies. Syllabi were chosen from health sciences, business, psychology, biology, English, mathematics, and criminal justice programs. One syllabus for an online course was reviewed.

Results indicated that there is a lack of uniformity in both format and content of syllabi amongst various College departments. Typical required information omitted from syllabi included the following: American with Disabilities Act information; student learning objectives; chronology for readings, assignments, and dates for examinations; relationship of course to program; statement describing College Support Services; policy for lateness; course number; and instructor office hours. Incomplete or vaguely written

information was as follows: learning objectives phrased as purpose of course; learning objectives phrased in terms of instructor objectives; learning objectives phrased without use of action/cognitive verbs; all or majority of learning objectives phrased to reflect lower-order cognitive skills; chronology of lectures with lack of information on test dates and reading assignments; vague descriptions of objective methods used to institute sanctions for class absences; vague description of policies for addressing disability accommodations; unclear descriptions of grading value for assignments; vague descriptions of testing/evaluation procedures; incorrect title for course (did not correlate with catalog title); course description differing significantly from that in College Catalog; and lack of clear criteria for assigning grade for class participation (e.g. statement of evaluation based on instructor's "subjective" assessment).

It is also important to note that syllabi content and format sometimes differed amongst faculty within the same departments. There is also evidence to suggest that adjunct faculty were not aware of syllabus content standards as demonstrated by lack of correct course titles and absence of the most basic of information in courses taught by adjuncts. Of the sample of syllabi reviewed, those that adhered most closely to College standards and that included the most detailed student-oriented learning objectives and chronology sections were in the health professions area. The most omissions or inconsistencies were found in the general education, liberal arts, and business areas.

Learning Outcomes - Assessment

Many programs conduct, at minimum, annual curriculum review whereby the program is analyzed, discussed, and evaluated based on the previous year's events and actual student learning outcomes. Programs also meet monthly in department meetings to discuss relevant curricular and learning issues. Courses are developed, modified, or

deleted throughout the year in many departments and are reviewed by the Curriculum Committee in a timely manner. Health professions programs in particular keep abreast of current theory and practice, and accreditation changes and take this into account when making curriculum modifications. Many departments conduct annual employer surveys in order to determine if students are entering the job market well-prepared and well-educated.

On the individual student learning level, some but not all programs at the College require that instructors distribute student course evaluation forms at the end of each semester. This information is used, in part, to evaluate instructor performance and to examine the relevance of course content and learning experiences. Information is then used for future curricular and instructional modifications.

English as a Second Language (ESL)

Currently, the College offers two ESL courses, one college developmental credit (11070) and one non-credit (N7999). The 11070 course is designed to meet the needs of ESL students who want to increase their English proficiency skills for the purpose of beginning or pursuing college-level study. The emphasis is on writing, while reading, speaking and listening may also be addressed. Students register for this course either voluntarily or as required by placement assessment and are also often placed in developmental reading/study skills; there is no specifically designated ESL reading course. Subsequent coursework typically progresses through developmental writing to college-level writing.

The N7999 course is designed for students who want to increase their English language proficiency skills for the purpose of better communications related to work, home and daily life tasks. It has been developed in conjunction with local community

and public school providers to meet a community need. This course includes speaking, listening, reading, and writing with particular emphasis on speaking and listening. Numerous committees and groups have recommended the development of a second tier for each of these courses.

Since 1998-99, the number of ESL sections offered and students enrolled has increased for both courses. According to a chart provided by the Director of Academic Services, the number of 11070 sections that ran (not cancelled) increased from 2 in 1998-99 to 5 in 2001-02, with the number of students completing the course increasing from 33 in 1998-99 to 50 in 2001-02. The number of sections increased 150%; the number of students completing the course increased 66%. The number of N7999 sections has increased from 4 to 9 in that same time period, an increase of 125%. The number of students registered increased from 83 to 103. Through its offerings, the College continues to strive to meet community needs in this area.

Attention has been given to ESL in a continuous attempt to address community and academic needs first indicated in demographic projections of the mid-90s, which predicted an increase in second-language populations for the county. In line with suggestions by numerous committees, the College is adding two other levels of ESL offerings to better serve the community and students. These levels might close the gap between current offerings and provide smoother transitions from various English language skills levels to levels needed for continued education or advancement in the community and workplace.

Certificate Programs

The College Catalog provides brief descriptions of each certificate program offered by the College and listings of required coursework. Of the ten certificate

programs offered at SUNY Orange, seven were deemed to be very to moderately effective by respective program directors or coordinators. Three programs were deemed ineffective and one minimally effective due to being outdated or having a lack of enrollment. Four programs were identified as having the potential for being combined with non-credit programs in whole or part. These are: Selling and Business Procedures and Supervisory Management (whole programs should be combined with non-credit programs), Information/Word Processing and Clerical Office Assistant (individual courses should be combined with non-credit programs).

Future Endeavors

The college surveyed faculty, staff, and administrators regarding future educational endeavors. The following table summarizes the results.

Table 9: Survey Data regarding future educational endeavors

Faculty/Staff/Administration opinions of possible future endeavors of the college {question # in ()}	Agree	Disagree	No opinion
The college should expand the current selection of programs. (217)	121	30	28
The College should create a branch campus in Newburgh. (218)	90	62	30
The college should offer some complete programs online. (219)	78	82	21
The college should offer some programs via a weekend college format. (220)	128	34	18
The college should offer some credit classes during the activities hour. (221)	85	63	31
The college should offer accelerated courses during the semester. (222)	116	29	33
The College should change to a two-meeting per week format for day classes. (223)	68	60	51
The college should offer some classes with a 7am start time. (224)	64	84	33
The college should offer some three-credit winter intercession classes. (225)	95	57	29
The college should offer some accelerated degree programs. (226)	113	40	28

SUMMARY

Strengths
- Our degree programs do foster coherent learning experiences and promote synthesis of learning.
- The library provides a great deal of assistance to faculty and students; their services are in high demand. Instruction, reference services, reserves, interlibrary loan, online databases, computer lab and photocopiers are adequate.
- Many departments seek out the library's services. Every department has items on reserve. Over 10 departments and programs use library instruction.

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- A standing committee of governance, the General Education Committee, has been formed, related to General Education requirements, which is looking at infusing information literacy skills throughout the curriculum.
- Information skills are embedded in the English course curriculum.

Concerns
- Students do not always seem to be aware of, or may not necessarily understand, how their coursework is interrelated or why programs are structured the way they are. Departments may need to increase their efforts to promote students' awareness of the synthesis and coherence involved in their learning experiences. Likewise, interdisciplinary and interdepartmental awareness and collaboration in promoting students' awareness needs to be increased.
- The budget for books has remained static over the past five years. This has negatively impacted the quality of our book collection.
- There is no centralized location that keeps track of instructional material for the classroom. This is purchased individually by the departments and leads to unnecessary duplication.
- Librarians are only given 50 minutes for library instruction. During this time they must cover information about online databases as well as searching for books and general information about using the library.
- There is a great deal of information for the students on the World Wide Web and other locations. More collaboration is necessary between librarians and other faculty to help teach the students how to use this information critically.
- Information literacy is not consistently included in course syllabi.
- Course syllabi show variation and inadequacies across and within departments.
- Program goals in the College catalog are not clearly stated as student learning outcomes.

RECOMMENDATIONS

1. State degree program objectives for both AS and AAS degrees stated in a consistent manner that incorporates a variety of cognitive (doing-based) learning objectives both in the lower and higher thinking range.

2. State all program goals/objectives, including those for Certificate programs, as student learning outcomes rather than program outcomes; use specific action verbs that describe student learning behaviors and outcomes. Note: This is a SUNY requirement.

3. Make student learning outcomes for programs readily available to current and prospective students by including them in the Catalog, Viewbook, and/or individual program informational brochures.
4. Develop participant satisfaction questionnaires to be distributed to attendees for curricular and co-curricular events, thus increasing feedback and providing more detailed information that can be used for program assessment.

5. Increase the library budget so the book budget can grow at the same rate as the price of books.

6. Create a centralized location to keep track of the instructional materials purchased for the classroom.

7. Continue working with the General Education Committee to assess the need for information literacy throughout the college courses and to develop strategies to assist students in their research.

8. Develop a web site that will give students information on information literacy, particularly helpful for distance learning students.

9. Include an information literacy course requirement in all course syllabi.

10. Develop a method to measure students' information literacy skills that ties into General Education requirements and assessment.

11. Offer at least one evening a week of support services and workshops to accommodate working and evening students.

12. Assess the needs of adult learners and solicit participation by faculty to engage in activities to address those needs.

13. Enforce uniform standards of format and content in course syllabi throughout all departments.

14. Engage all departments in annual curriculum reviews to keep abreast of current markets and disciplinary changes to ensure relevancy and currency of information and knowledge taught to students.

15. Conduct employer surveys annually for all programs.

16. Establish student course evaluation forms to be completed each semester for curriculum development and evaluation.

17. Involve departments more actively in developing new certificate programs that meet current and emerging community and job market needs.

STANDARD 12: GENERAL EDUCATION

Overview

Before getting into the details of this Standard, it is interesting to note that since the General Education discussion started in 1996, the College has had four different Vice Presidents at the helm of Academic Affairs. The continuation of this conversation certainly had to do with the leadership and organization of Governance as well as the guidance from Academic Affairs.

In May of 1996, a letter from VPAA Jim Ware was sent to the President of College Governance, Prof. Mindy Ross, requesting an ad hoc committee to study and make recommendations regarding the College's General Education requirements for our transfer degrees. The Vice President was looking for the Committee to discuss what skills and knowledge we expect from a college-educated student.

The President of Governance sent a memo to the Curriculum Committee requesting their input regarding an ad hoc Committee on General Education. Since the charge could fall under the jurisdiction of the Curriculum Committee, they were given four options. The Committee chose the following:

> "an ad hoc Committee appointed by the Executive Committee will submit recommendations to the Curriculum Committee for review before their submission to the Assembly and/or the Vice President for Academic Affairs."

The ad hoc Committee was formed with the following charge:

Seeking broad input from the college, the committee will:

1. Review the knowledge and skills that we expect of a college educated student.
2. Review the areas and courses that best teach those skills.
3. In light of the above, evaluate our current General Education requirements for transfer associate degrees and make appropriate recommendations.

The biggest external factor influencing the college's general education requirements was mandated by the State University of New York (SUNY). A draft report in September of 1997 from the SUNY Faculty Council of Community College forewarned Academic Vice Presidents, Campus Governance leaders and Faculty Council Representatives of new directions expected in the area of General Education.

SUNY System Administration mandated that baccalaureate students have a "core" of courses covering 10 information categories and must demonstrate competence in reasoning and information management. At least seven of the categories and the two competencies must be fulfilled in the first two years of transfer degree programs.

The ad hoc committee and the Curriculum Committee modified the College's developing general education plan to include the SUNY mandates. Departments identified lists of courses that satisfy the required SUNY general education categories and these were incorporated in all A.A. and A.S. degree programs. The College plan was approved by SUNY in May 2000 and became effective for students entering in the Fall 2000 semester.

Results

The challenge was to meet the SUNY mandates and make changes that were in harmony with the College's Mission & Goals. The General Education Committee tackled the AA Degree first. After much discussion, gaps were found in our General Education offerings. Interdepartmental groups were requested once again by the Governance President to discuss the following gaps in our college under AA Degrees: the placement of Oral Communication in the appropriate category; the lack of required Math, Science or Lab Science courses, the lack of a History course requirement.

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In December 1999, a Proposed Amendment to the 1997–1998 <u>Report of the Committee on General Education</u> was submitted. It included recommendations, background, and comparison between current and proposed AA requirements, specific recommendations with rationale, and AA Advisory Committee recommendation.

The General Education course requirements were as follows:

1. Require a history course (as one of the 12 credit social science requirement)
2. Require Fundamentals of Speech Communications.
3. Raise the Humanities requirement from 6 to 9 credits to accommodate the speech course.
4. Require an approved math course as part of the 9 credit Math/Science requirement
5. Require a Liberal Arts laboratory science course as part of the 9 credit Math/Science requirement.
6. Require Concepts of Physical Wellness (1/2 credit) as part of the 2 credit physical education requirement.

The AS Degree was a much larger challenge for the General Education Committee. SUNY required Community Colleges to fill 7 of the 10 General Education categories. Many departments had their curriculums set with specific coursework and did not have much room in terms of credit requirements to add more general education courses.

With input from all department chairs and a report to the Curriculum Committee from the General Education Committee, the Curriculum Committee presented the Amended General Education Proposal to Vice President for Academic Affairs Dr. Yolaine Armand, on March 8, 2000. Dr. Armand submitted the report to the Board of Trustees for their approval on Monday, March 13, 2000.

Assessment

Having completed the important task of implementing our approved plan for providing a general education to all students in the AA and AS transfer degree programs, the College set about establishing a comprehensive and rigorous system for assessing the effectiveness of our plan.

To accomplish this task, a standing committee of the College Governance system was established in the spring of 2001. The general purpose of this broadly representative General Education Committee was to oversee the creation, administration and ongoing development of a general education assessment plan. The major tasks of this committee are to:

1. Manage the establishment of the procedures for assessing the effectiveness of the general education offerings,
2. Determine a time line for completing those measurements.
3. Review and amend these assessment procedures as necessary.
4. Oversee procedures for record keeping, reporting and dissemination of assessment results.
5. Be the focal point for future discussions of expanded or alternative ways of providing and measuring the College's general education offerings.

In developing an assessment plan acceptable to SUNY, the Committee was guided by an advisory group established by the Provost's office, the General Education Assessment Review (GEAR) Group. The GEAR group serves both as a supportive resource and oversight group determining that campus assessment plans follow SUNY guidelines. Fundamentally, they emphasize three principles:

1. Each campus is responsible for creating its own assessment plan.
2. The structure and content of the assessment plan be established on each campus by its own academic and governance procedures.
3. Implementation of the assessment plan should fall primarily to faculty teaching in the program (with the assistance of professional staff and students where appropriate), rather than being designed and imposed by administration.

Since the assessment would involve a significant amount of work by department faculty, and to produce information with the greatest utility for the departments, it was deemed essential that the departments have the greatest possible say in designing their assessment efforts. This would also support the legitimacy of the entire process and be consistent with the GEAR guidelines. At the same time, however, the Committee did not

want to force the departments to start from scratch to create assessment techniques nor let them wander too far from the evolving SUNY framework. Consequently, the Committee endeavored to provide support to the departments by acting as an information conduit among them, allowing them to share ideas and informing them of assessment measurement methods being developed at a number of other schools. (Individual Committee members served as liaisons to the individual departments.) While the committee entertained assessment suggestions from a wide variety of sources, the need to meet SUNY guidelines focused attention on plans for assessment being made at other SUNY schools.

Initially, the participating departments were asked to suggest valid and practicable ways of assessing general education outcomes in the courses they offered which were identified as providing general education. They were reminded that the SUNY mandates exist partly based on the argument that it is not sufficient simply to use measures such as pass/fail rates in specific courses or transfer success to determine the effectiveness of our general education components. While these measures might be part of an eventual comprehensive assessment of general education effectiveness, more direct and explicit measures of meeting the general education learning objectives were needed.

Proposed assessment plans were shared as they came to the Committee from the departments. In addition, as plans were submitted to the GEAR group, they were able to provide suggestions and support to the Committee, ranging from advice on details like how best to select representative samples to a sample campus-based assessment plan. A preliminary comprehensive assessment plan was ready for discussion and presented to the College Assembly of the Governance System in the Spring 2002. The reaction to it

by the GEAR Group was generally favorable but noted several areas that needed clarification or expansion. A revised final plan was approved by the College in January 2003 and forwarded to the GEAR Group. While continuing to respond to suggestions for refinement, conditional approval allowed implementation of the plan to begin in the Fall 2002.

With preliminary approval, the first year's activities in the assessment plan were begun in AY 2002-2003. The General Education Committee will continue to assist departments in their assessment efforts, modify the assessment plan where necessary, and explore development of additional ways of providing and assessing general education.

College Wide Assessment

Assessment of general education is an integral part of program evaluation. Beginning in 1998, the College Wide Assessment Committee revised the College's system for comprehensive assessment of academic programs. Starting with academic year 2001/02, all academic departments are required to use the new procedures to evaluate their programs on a five year cycle. After establishing goals and objectives, each department annually assesses outcomes in one of the following areas: curriculum, program, staff development, retention and instructional resources.

It is implicit that an essential part of the evaluation of academic programs include general education learning outcomes. The faculty and staff are very aware of the emphasis the College places on general education. In addition, when departments undertake evaluations, it is made clear, and is explicit in the instructions for curriculum and program review, that general education outcomes must be addressed.

However, there appears to be a lack of synchronization between the five-year cycle of program evaluation and the three year cycle of general education assessment. This does

not pose immediate difficulties, since departments have great discretion in scheduling which topic will be assessed at what time (and AAS degree programs are not yet part of the College-wide general education assessment plan). They can simply select to do curriculum review in the same year as they are scheduled to do general education assessment. In the future, the general education assessments will be completed more often than program review, so that it is possible for general education assessment data to be up to two years "out of date." While this does not appear to be a problem of major proportions, it should be considered further.

Skills and Abilities

The stated objectives for all of the degree programs include the idea that at least some general education outcomes are intended. Obviously, the establishment of a general education "core" assumes that students need to apply general education in pursuing the AA and AS transfer degrees. In the AAS degrees, courses outside the technical specialty are included where space permits. AAS degrees do include 6 credits of English, 6 credits of Social Science and 6 credits of Math/Science. These are intended to help broaden the students' horizons and to improve their communication and reasoning ability within their specialization. Even in Certificate programs, where the primary goal to provide job entry skills, there is an inherent recognition of the desirability of attempting to raise students to a collegiate level of communication, thoughtfulness, technological competency and information literacy. The Curriculum Committee has recently noted the need to consider this aspect of Certificate programs in the near future.

But these are all intended inclusions and applications. Since the College is just beginning the assessment process, we do not yet know what abilities we actually are

developing in general education. Consequently, their application in specific programs or curricula cannot be addressed systematically beyond stating these intentions.

Institutional Support

The review and subsequent improvement of general education was based on internal concerns and initiated by the College faculty and staff. There was strong faculty and administrative support for this review before it became a SUNY mandate, and this support has continued to be strong.

The effort to review and modify our degree programs involved all areas of the College. It involved very large numbers of people devoting great effort over an extended period of time. This is evidenced by the work of the ad hoc Committee on General Education, then the Curriculum Committee, and now the Standing Committee on General Education. It is also obvious in the fact that essentially all of the members of the departments assessing general education outcomes have been involved in planning and carrying out the assessment. For year 2002-2003, for example, that includes more than fifty faculty members in the English, math and social sciences departments.

The administration has placed emphasis on the importance of general education activities and is supportive of them. However, in a time of tight budgets, fiscal support is limited. Providing general education is mostly built into what we already do; it should not entail much extra expense. But, developing and managing general education efforts might. It has not yet been possible to fund a general education management and oversight position. On the other hand, money needed to fund essential activities, such as standardized testing for the general education competencies, will be made available.

Our General Education plan and the General Education Assessment plan received near unanimous approval of the College Assembly and approval of administration.

Curriculum

Review of established curricula is primarily the responsibility of individual departments. The strengths and weaknesses of programs must be eyed with respect to intended learning outcomes, student transfer success, potentially changing job markets, recruitment efforts, budgetary considerations and so forth. These reviews ultimately involve the Vice President for Academic Affairs, and where changes are warranted, the Curriculum Committee. The recently implemented program assessment process incorporates a formal periodic review of student learning outcomes including general education. Since the general education assessment program is only now being implemented, we have no experience with exactly how these assessments can be incorporated. The General Education Committee is working on the details of this matter.

SUMMARY

Strengths

Taken from the task force on General Education:

- General Education provides students with the knowledge and skills useful and important to an educated person.
- For transfer students from Orange County Community College with an AA or AS Degree to four year SUNY Colleges, their first two years of general education requirements towards a baccalaureate will be satisfied.
- General Education requirements are spread out over four years so Community Colleges do not have to shoulder the entire burden.

Concerns

- A lack of funding exists for an institutional research position dedicated to assessment.
- Because of other external mandates, AAS degree programs may experience difficulty imbedding General Education requirements further in their programs.
- The potential exists, and appears a real one, for SUNY to mandate that all ten categories of General Education be met at the AA/AS degree level.
- Coordination of assessments is hampered by non-equal "cycles" (occur in 3-year or 5-year cycles)

<u>RECOMMENDATIONS</u>

1. Establish and fund an appropriate position dedicated to academic assessment.

2. Establish realistic expectations and requirements, given mandates of professions and career certification/licensing, for the embedding of General Education requirements into the AAS degree programs.

3. Study the potential impact on degree programs and transfer rates of SUNY mandating that all ten categories of General Education be met at the AA/AS degree level. Develop a response or plan accordingly.

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

BASIC SKILLS

The College has procedures to systematically identify students who are not fully prepared for college level study. Developmental or pre-collegiate level courses do not carry academic degree credit. The College's developmental students are advised about a variety of support services available to them at the College in their course syllabi, as required by the Office of Academic Affairs. These include the Reading Lab, Writing Center, Math Lab and Tutorial Center on both the College's main campus and Newburgh Extension Center. The Developmental Education Counselor writes to each student in the Developmental program outlining where her office is located and how she can help them. She provides personal, academic, and career counseling, as well as case management to community services. In addition, she meets with students help to familiarize them with college services. She also receives referrals from instructors and writes follow-up letters to students who receive an unsatisfactory grade at mid-semester. The response from these two letters is about 65-75% of the developmental population.

At the College, "developmental program completion" does not occur prior to the student entering into college level course work. It is a "multilevel program," whereby students are enrolled in the developmental program while also taking college-level courses. The college-level courses they may take, however, are limited to those listed in the College catalog as appropriate for students according to the developmental course(s) they are taking. Currently available data focuses on students who attempt and complete basic skills courses as opposed to completing a developmental program before moving on to college course work.

A 2002 study entitled "Developmental Education Assessment Report," compares developmental students who completed basic English and math courses with non-developmental students in the freshman-level courses for those disciplines. (This study will be available on site.) The results found that students who completed developmental courses were "proportionally passing at much the same rate" as the non-developmental population. An earlier 1995 study compared the developmental population with the developmental population in a range of college-level courses and, again, found that the passing rate was proportionally similar. The following table demonstrates the retention and graduation rates of students who were admitted in Fall 2001.

Table 10: Orange County Community College Retention Data for Fall 2001-Fall 2003.
Retention of first-time, full-time students over time

# of Remedial Classes	Fall 2001	Spring 2002	Fall 2002	Spring 2002	Graduated by August 2002	Fall 2003
None	380	317 (83.4%)	262 (68.9%)	225 (59.2%)	52 (13.7%)	138 (36.3%)
1 remedial class	208	180 (86.5%)	137 (69.5%)	129 (62.0%)	4 (1.9%)	101 (48.6%)
2 or more remedial classes	184	136 (73.9%)	96 (52.2%)	81 (44.0%)	0 (0%)	66 (35.9%)

CERTIFICATE PROGRAMS

Under established procedures, the College designs, approves, administers, and periodically evaluates credit-bearing Certificate Programs. According to the 2003-2004 catalog, the College offers certificate programs in Accounting Procedures, Clerical Office Assistant, E-Business, Early Childhood, Information/Word Processing, Law Enforcement/Security, Microcomputer Applications, and Business Studies. The catalog provides both an overview of the certificate programs along with the following general expectations of student learning:

- Primary goal: to develop job entry level skills at a collegiate level with an accelerated format
- Core study areas of certificate programs are part of the corresponding degree program.
- Minimum 2.0 (C) average or its equivalent must be attained to receive a certificate of completion

Certificate program goals and objectives are consistent with the College's mission to provide quality education and enrichment that promote economic development and reach out to the underserved or those students who, for whatever reason, need job skills but cannot work toward a degree. Generally, certificate programs meet four of eight College Goal statements. Certificate programs meet the students' needs for personal growth, employment, further education in offering marketable job entry skills within in one year, and the possibility of applying courses toward a degree. By offering these certificate programs, the College becomes a resource for a skilled workforce and economic development.

Corresponding departmental faculty and chairs provide the academic oversight to ensure comparability and appropriate, complete transfer of courses offered in certificate programs. Since all the courses for the certificate programs are part of degree programs, the same faculty are involved. Certificate candidates also have access to all student support services and the academic professionals who provide these services.   Since the same course work, faculty, class scheduling and personnel are engaged in the certificate programs, there are no additional costs or resources necessary to offer the certificate programs.

EXPERIENTIAL LEARNING

The College awards credit for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning. The credit

is awarded according to similarity of course definition with the SUNY Orange catalog. Procedures for evaluating awarding credit are published in the College Catalog

The evaluator, the Registrar's Office, works in concert with Department Chairs to determine the acceptance of all transferred credit. Such evaluation of the level, quality and quantity of credit awarded for experiential learning is determined by curriculum guidelines published by the College Board, the American Council of Education and the College Department Chairs. A list follows of various methods by which credit may be granted through experiential learning:

1. *College Level Examination Program (CLEP)* – awarded by curriculum guidelines published by the College Board.
2. *Advanced Placement (AP)* – awarded by curriculum guidelines published by the College Board for courses previously taken in the student's high school.
3. *Military Service* – up to 1½-2 credits may be awarded for Active Basic Training within the past 10 years or for Active Reserve service when documented by a letter from the Commanding Officer stating that "physical requirements" have been met.
4. *Life Experience* – awarded by Department Chairs. It is normally given for previous licensing or credentials held by the student. For example, CPR course credit may be granted if the student presently holds CPR certification through the Red Cross.
5. *Credit by Examination* – If an exam designed by a department for this purpose is passed in accordance with department standards, credit may be awarded for a specific course. This method is used on an extremely limited basis.
6. *Credit for Life Experience and Examination* – awarded for experience in a specific field coupled with the passing of an examination by an accredited program. For example, a student who is a Licensed Practical Nurse may pass an examination administered through Excelsior College and be given credit for Nursing I and/or Nursing III. This is awarded after successful completion of Nursing II.
7. *Credit Internships* – awarded in specific courses in which the student has an off-campus learning experience and is supervised by the employer and the College coordinator.

LYCEUM

The Lyceum Series provides a variety of events including theater, children's programs, dance, music, lectures and other cultural programs for the College and

surrounding community. The series is guided by the Cultural Affairs Committee of College governance and is overseen by a part-time Coordinator of Cultural Affairs within the Student Life Office. The College provides the Coordinator's salary and approximately $5,000 of programming money. The majority of the programming money ($20,000 per year) is provided by the Student Senate. The Lyceum programs are well attended and well received by their audiences (see annual report of College Governance), but the Coordinator is required to put in at least 40 hours most weeks (although she is only paid for 20 hours). Additionally, since over 77% of the programming money comes from the Student Senate, if the students should change their priorities or decide to shift their funds in a different direction, it would effectively bring the Lyceum program to an end.

NON-CREDIT OFFERINGS

Non-Credit offerings are a fundamental part of the mission of SUNY Orange to meet the needs of the local community. Orange County Community College has offered these non-credit courses to the general community since 1951. It is the primary outreach to traditionally unserved and underserved populations.

Non-credit offerings are designed, approved, administered and periodically evaluated under established College procedures. Non-credit courses are offered by the Department of Continuing and Professional Education (CAPE). This department consists of Community Services, the Drinking Driver Program and the Institute for Business, Industry and Government (IBIG). Courses are offered on campus, at the Extension Centers in Newburgh and Port Jervis, and at off-campus sites at Monroe-Woodbury High School and Newburgh Free Academy (NFA).

All new non-credit faculty are required to complete a course proposal form, which is reviewed by the appropriate coordinator. In addition, when a new person is hired to teach an existing course, the College usually requests that a new form be completed including a course outline/syllabus. Depending on the nature of the course, it might also be reviewed by a credit faculty or other professional staff with expertise in the subject.

In addition, IBIG, which began in 1984, offers industry specific training, computer courses and other business related courses. IBIG offers many customized training programs for businesses and governmental agencies. The business owner/designee, IBIG trainer and IBIG coordinator work together to develop the curriculum.

Over the past five years, the Continuing and Professional Education Department has served 32,945 (approximately 6,589 per year) students. A wide range of courses are offered for personal enrichment, for acquisition of new job skills or upgrades to existing skills, for licensure requirements, for preparation for a career change, for workforce development and for continuing education in a variety of professions. The Department offers courses for certification and license renewal for specific populations including, but not limited to, nurses, dental hygienists, water treatment operators, licensed child care providers and others.

Populations served include, but are not limited to, the general public, individuals convicted of DWI/DWAI and mandated by NYS Department of Motor Vehicles (DMV) to take a DDP course, children, developmentally disabled adults, ESL students, health care professionals, senior citizens, individuals in need of job training funded through various grants, summer remedial students in grades 7-12, veterans and employers.

In 1997 the College began a program to serve citizens 55 years and older called ENCORE, originally affiliated with Elderhostel but now sponsored solely by the College. It serves 350 members each academic year in a wide variety of courses offered for personal enrichment. Its popularity has resulted in courses at capacity and with waiting lists.

OTHER INSTRUCTIONAL SITES

Orange County Community College is composed of a main campus in Middletown, with extension sites in Newburgh and Port Jervis. In addition, the College offers courses at high school sites. There are no branch campuses. Effective with the Fall 2003 semester, the Port Jervis extension site was closed and course offerings were moved to Port Jervis High School. As a result, enrollment has increased.

Table 11: Credit FTE Day/Evening Enrollment by Location Fall 1999-2003

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
DAY					
MIDDLETOWN	1207.6	1186.3	1188.4	1262.8	1305.4
NEWBURGH	100.3	95.2	90.2	110.7	133
OC RESIDENTIAL	3.1	1.6	0	0	0
TOTAL	1311	1283.1	1278.6	1373.5	1438.4
EVENING					
MIDDLETOWN	333.8	325.2	334.5	389.8	377.6
NEWBURGH	94.8	94.2	86.3	95.2	94.9
MONROE-WOODBURY	9.5	4.8	6.4	9.6	10.4
PORT JERVIS	4	.8	.8	1.1	3.2
WARWICK	0	0	2.9	4.8	4
TOTAL	442.1	425	430.9	500.5	490.1
GRAND TOTAL	1753.1	1708.1	1709.5	1874	1928.5

Because extension sites increase the entire county's access to educational opportunity, these sites have a positive effect in the College's ability to fulfill is mission

and goals. Since 12% of SUNY Orange's FTE's (221.4) were enrolled at extension sites (a total of 1180 students), extension sites benefit the College financially. While such sites entail a larger investment of human resources for staffing and instruction, this is offset by the additional course sections such sites can offer, the alternatives provided for students to enroll in required courses, and the alleviation of space concerns on the main campus.

A Director who reports to the Vice President for Academic Affairs administers Extension Centers. Each site has its own supervisor who reports to the Director of Extension Centers. A coordinator, generally a faculty member, who reports to the Assistant Vice President for Curriculum and Instruction, oversees the Community College in the High Schools program.

Student profile

Data compiled by the Office of Institutional Research for the Fall 2003 semester provides a student profile of 1,046 students attending the Newburgh Extension Center. Of this total, 494 had full-time and 552 part-time status. The NEC student population was determined to be 41% minority, 55% white, and 4% of unknown race/ethnicity. Forty-seven percent resided in Newburgh with 31% residing in surrounding the areas of Eastern Orange County and 22% from other locations.

Academic Standards

Since faculty, full-time or adjuncts, may teach on both main and off-campus sites, they are subject to the same departmental criteria for hire and are subject to periodic classroom evaluations and observations by department chairs, coordinators, and/or evaluation teams. Faculty, whether full-time or adjuncts, are required to submit course syllabi to the departments and Vice President for Academic Affairs at the start of each

semester. These must follow the College's guidelines and reflect departmental goals, requirements and norms of assessment.

As an example, the Department of English & Foreign Languages offers the largest number of credit courses and employs the largest number of adjunct instructors. It has developed a detailed, careful procedure for the hiring, training and monitoring of adjuncts serving on both main and off-campus sites. On a rotating basis, adjuncts are observed by a Department Coordinator of Adjuncts who writes a formal report. Conferences with the Coordinator are kept on record. In addition, course syllabi and graded essay sets are monitored, as is feedback to the Chair and Coordinator by support offices and students. The Department Chair and Coordinator conduct hiring and background checks.

Course Offerings

In accordance with New York State law, no full degree programs may be offered at extension or other instructional sites. While many courses may be taken at extension sites, at least 3 credits must be taken on the main campus in Middletown in order to complete a degree. In Fall 2003, Newburgh Extension Center held 137 course sections; Monroe-Woodbury held 7, Port Jervis 6, and Warwick 3. In Spring 2004, NEC held 135 sections, Monroe-Woodbury 5, Port Jervis 7 and Warwick 4. The Newburgh Extension Center also housed the Institute for Advanced Technology and Technology Management, which was established to "provide advanced training to business and industry in and around Orange County." The Institute, however, has been discontinued. Three credit-bearing Physical Education courses in addition to a variety of non-credit business and adult education programs were offered in Port Jervis in the Fall of 2001 and the Spring 2002 semester. The College had difficulty successfully offering 3-credit courses in Port Jervis, until the courses were moved to the high school.

Physical and Technological Resources

The entire Newburgh Extension Center is wired for the Internet and is fully connected to Middletown's main campus along with the Kindercollege (located in the YMCA Building). Four student computer labs in addition to computers in the Writing Center and Learning Resource room are available to students. The Reading Lab also has a computer for the use of students enrolled in developmental reading courses. Internet databases available through the Middletown LRC are also online and available in NEC. One full-time technician services the Extension. One student computer lab was available in the Port Jervis Extension with Internet access. Technical service is provided from Middletown. Since courses have been moved to Port Jervis High School site, the College's students have access to those computer labs for their courses.

Newburgh Extension Center (NEC)

The Newburgh Extension Center (NEC) has been in operation for twelve years (since 1990) and currently comprises 17 classrooms, four computer labs, a Reading and a Writing Center, a not yet operational distance learning classroom, a science lab and a cafeteria. In addition, there is a counseling suite, a tutorial center, a Learning Resource room, and a Kindercollege facility housed in the YMCA Building. Future plans include an ESL lab and a math lab.

Library and information sources are available in the building. A first floor room serves as a Learning Resource Center and contains a small collection of periodicals and reference materials. Three computers connected to the Internet are bookmarked with the same databases available on the main campus. Students at the Newburgh Extension are encouraged and instructed in the use of RDA (Remote Data Access). The NEC LRC is staffed by a part-time librarian (20 hours per week) with no support staff. This creates a

situation where, at times, the LRC remains open without any available personnel to assist students. Funding for equipment and texts is also limited, and computers need to be updated and additional ones added. In addition to learning and library resources offered within the building, the Newburgh Free Library, within easy walking distance, welcomes SUNY Orange students and permits the NEC librarian to offer library instruction classes there.

NEC also offers the services of the Kindercollege to its students and members of the community. The Newburgh branch of the Kindercollege is one of the larger Universal Pre-K providers in the City of Newburgh and includes a toddler program to accommodate parents with younger children. Since Fall 2001, capacity has almost doubled. Hours are arranged to meet the needs of "student parents," and the Director is exploring the possibility of extending the program's operation into the summer to meet students' needs.

NEC houses a counseling suite on the first floor which employs a part-time receptionist, a day and evening bursar, and one full time counselor. A second counselor works with "non-traditional" students in a grant-funded position (originally EOP; now, VTEA) and is available five days per week. A Financial Aid counselor is available on a part-time basis. Advising, counseling and admissions are handled by the two counselors. In addition, trained faculty assist in advising and admission during peak registration periods. The NEC staffs no separate admissions counselor, creating a situation where new NEC students often wait long periods to see a counselor/advisor in the weeks prior to the start of each semester.

Port Jervis

The Port Jervis Extension Center was opened in Spring 1996. The limited number of courses currently offered at the Port Jervis site did not require library support. However, the computer lab provided Internet access through which Port Jervis students could use Remote Data Access. The College has, however, decided to close the Extension Center and is currently using Port Jervis High School facilities for its offerings there.

Community College in the High School Program (CCHS)

The College also offers a number of college-level courses within nine county high schools for qualifying high school students. During Fall 2003, 434 high school students participated in this program. Students in the Community College in the High School Program are brought to the main campus for library instruction and to work within the LRC. Thus far, this seems adequate, especially considering the number of high school sites and the size of the LRC staff.

DISTANCE OR DISTRIBUTED LEARNING

Both the distance learning courses offered and the concept of distance learning itself reinforce the College's mission to reach out to the community by providing both traditional and non-traditional students another avenue to pursue their educational goals. It is important to note, however, that SUNY Orange's offering of on-line courses also expands the definition of the community it serves. While on-campus courses are designed to serve the needs of the local community, distance-learning offerings can impact educational opportunities on a global scale. The college currently offers 12-15 courses online each semester using the Blackboard Course Management system, which is hosted internally. In addition, the college began offering web-enhanced courses in Spring 2003 and plans to offers its initial hybrid courses in Fall 2004.

Currently, the College has no universally accepted/agreed upon plan for organizing, planning or implementing distance-learning courses, although Academic Affairs is working towards this end. This area will require considerable attention in the future, especially with respect to standardizing compensation for planning and implementation of these courses as well as the copyright issues embedded therein. The sub-committee's survey respondents mention the need for the following elements in a formalized distance learning plan: faculty training and discussion user groups for faculty; student orientation; a campus-wide consensus on the extent to which SUNY Orange should offer distance learning courses, qualification to take them, the courses/programs appropriate to distance learning, and an honest appraisal of costs and benefits; and provision for more technical resources and support staff.

Academic Rigor and Educational Effectiveness

All distance-learning courses offered by SUNY Orange meet college-wide standards for instruction. Students enrolled in DL courses receive a course outline/syllabus reviewed by respective department chairs and kept on file in department offices and the Office of the Vice President for Academic Affairs, ensuring the quality of content in distance-learning sections and uniformity in objectives for student learning.

Questions concerning the academic rigor and educational effectiveness of the College's distance-learning offerings were asked of the 16 instructors who have participated. Three indicate that student-instructor interaction is no less effective in distance-learning courses, one that it is somewhat different, one that it is much less effective (1 no response). Two indicate that it is too early to evaluate the interaction among students as compared to those taking on-campus courses; one indicates that such interaction does not seem to be adversely affected; one feels that it is adversely affected

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(3 no response). Tracking of these courses would help determine not just attrition but withdrawal rates from these courses, which might indicate a need for better orientation or advising into these courses.

Evaluative Process

In comparing the evaluation processes applied to distance-learning students with those on-campus, two respondents indicate it is very similar; two, that it is somewhat different; one, very different (2 no response). Three indicate no concern with the time or format of on-line testing, but three express concern about potential plagiarism or assistance with work (2 no response). When surveyed regarding retention of students, three respondents indicate retention to be lower or much lower than in on-campus sections. Only one indicates retention to be higher, one responded that it is "very different," and two did not respond. In comparing the median final grade in distance learning and on-campus courses, two indicate it to be higher, two indicate that it is lower, and one that it is very different (2 no response). This preliminary survey demonstrates mixed responses that seem to suggest that, despite difference in retention and median final grades, distance-learning courses are as academically challenging as their on-campus counterparts. A longer-term look at student retention and success in these courses and analysis of such data could provide valuable information for the future planning of distance learning offerings.

CONTRACTUAL RELATIONSHIPS

In an effort to fulfill the college's mission and goals, contractual agreements with other institutions or organizations are sometimes necessary. The college has various internal and external articulation agreements, site usage agreements, and clinical facility agreements. Each agreement uses the college's mission and academic guidelines as a

base for development. The appropriate academic department chairperson, the Vice President of Academic Affairs, and the Vice President of Administration are involved in the contract development to ensure that it meets the college's mission and goals. The College President ultimately signs the agreement as a final check of consistency with the college's mission and goals. Samples of such agreements will be available on site. All contractual agreements, with the exception of clinical agreements, are housed in the office for the Vice President of Administration. Clinical agreements are housed in the individual Health Professions offices.

Contractual programs are planned based on the needs of the community, the students, and each specific department. An example of this is the transfer articulation agreements that were developed for specific programs. The College has a comprehensive Jointly Registered Teacher Education Program (JRTEP). Through this articulation agreement with SUNY New Paltz, students in the program are accepted into SUNY New Paltz at the same time. Not only does the agreement outline the courses that will be accepted in transfer, it also provides that an advisor for SUNY New Paltz will be available once a month on site to work with students. Contractual programs are administered by the academic department chairperson or academic coordinator. All faculty are chosen and reviewed by the department chairs in accordance with the department's academic standards and review policies.

The written contract or agreement for clinical facilities clearly outlines the responsibilities of the affiliate entity and the College. Each contract takes into account the clinical equipment and location to be used, the dates and times, supervision, confidentiality issues, liability insurance, and student use of other areas of the facility. If

the affiliate entity also grants degrees, the contract will clearly outline which institution will grant the degree and which institution will only provide instructional coursework. College officials and the officials at the affiliate entity sign these agreements.

Students of the affiliate entity are considered students of SUNY Orange and efforts are made to ensure that these students are afforded comparable learning and support services. An example of this is the current contract we have with Horton Medical Center which outlines that Horton Medical Center will provide SUNY Orange Medical Laboratory Technician/Phlebotomy students with the use of their library and at least one laboratory technologist to proctor and assist students. In other instances, SUNY Orange has provided resource materials such as a reserve book section set up in the facility or visits to the campus. These students also have the ability to access the variety of services at our main campus or our extension centers.

SUMMARY

Strengths
- The current methods for identifying students who are not fully ready for college-level study involve the departments best suited to identify and address the needs of the developmental population.
- Currently, all departments involved in identifying the developmental student population periodically conduct calibration workshops, review testing methods, and conduct comparisons with in-class diagnostics.
- The College provides students with labs and tutorial centers at the Middletown and Newburgh campuses and ensures a wide range of hours to enable students to utilize the labs conveniently.
- Extension center sites maintain consistency in the academic rigor and outcomes of courses offered through SUNY Orange's degree and certificate programs.
- SUNY Orange demonstrates a commitment to its mission and goals by maintaining a presence in different parts of the county it serves.
- Faculty who have participated in distance learning initiatives express overall satisfaction with the training and support offered and in the collaboration with other distance learning instructors.
- The academic integrity of course offerings is protected through the monitoring of their content and evaluation processes by the full-time faculty members who teach via distance learning.
- Active and effective articulation agreements are maintained in a number of areas.

Concerns

- Currently, the College does not track the progress of Developmental Students well enough and lacks the software that would enable this to be done efficiently and accurately.
- Most catalog descriptions for certificate programs are general and limited to the types of jobs and skills that will be acquired; not all catalog descriptions of certificate programs indicate clearly which certificate programs transfer all the certificate course work toward a degree.
- The Lyceum Series of Cultural Affairs is currently insufficiently staffed and funded by the College to maintain the variety and quality of programming for which it is noted.
- There is a need for more diversified opportunities for life experience credits.
- Marketing has lacked the funding and staffing to adequately promote College programming.
- Staffing and budgetary support in Continuing and Professional Education is inadequate to support growth.
- The Newburgh Extension Center has filled its capacity in terms of physical space and services.
- Currently, faculty and staff working in the extension centers may experience difficulty in fully participating in campus-wide governance and department initiatives because of the constraints of scheduling and travel.
- The College hasn't realized the potential or real needs of its high school extension sites.
- Despite initial plans for development, SUNY Orange lacks a more formalized and detailed plan for organizing, planning and implementing distance learning courses as well as the copyright issues embedded within them.
- The College also lacks a plan to maintain a specific set of on-line courses from semester to semester to ensure some consistency in offerings.
- A need exists to identify additional clinical facility contractual relationships.
- Contractual relationships must be reviewed and revised on a regular basis since the New York State Education Department and Department of Health's requirements change along with curricula; therefore, contracts must change accordingly.

RECOMMENDATIONS

1. Generate data regarding the developmental student population regularly. The comprehensive tracking of this population, from enrollment to graduation (and through support services), would create a student profile that would enable the College to better identify and meet their needs.

2. Revise catalog descriptions for certificate programs that do not contain expectations of student learning to include these and more detailed information about the advantages of certificate programs in the workplace.

3. Further develop, advertise and promote certificate programs as a means of recruitment into degree programs and as a vehicle to fulfill the College's Mission and Goals.

4. Explore additional certificate programs to adjust to current changes in the county's demographics and its workforce needs.

5. Include more detail about the advantages of the certificate program in the work place in published information.

6. Wherever applicable, gather data regarding certificate programs through Institutional Research.

7. Revise catalog descriptions to clearly state if all or some non-credit courses apply to the degree.

8. Improve the dissemination of information on obtaining college credit for life experience and/or prior learning.

9. Improve LRC services at extension sites, especially Newburgh, by the addition of a full-time librarian and/or staff.

10. Investigate ways to increase both the student enrollment and course offerings in the Port Jervis and Monroe/Harriman area.

11. Add a full-time counselor, consider adding a part-time Admissions counselor, and improve advising procedures at the Newburgh Extension to proportionally serve the student population registering there.

12. Allot more of the College's resources to the extensions sites.

13. Continue to review the need for additional contractual relationships such as articulation agreements and clinical facility usage.

14. Increase the number of clinical facility contractual relationships throughout Orange County.

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

Approach and Overall Assessment

A vast array of assessment plans, reflective of the different departmental programs, exist at the College. While all academic departments are actively engaged in the process of student learning assessment, the comprehensiveness of the assessment plan seems to be directly correlated to the degree program. All programs participate in the assessment of student learning outcomes as part of SUNY assessment requirements. In addition, a number of departments, particularly in the areas of Health Professions or programs with national accreditation, are engaged in student learning outcomes assessment as part of their accreditation process. For those programs, the assessment plan meets all the fundamental elements of Standard 14. Furthermore, all programs articulate student expectations, perform direct and indirect measures of student learning, and utilize student learning assessment information to improve teaching and learning at the course level.

For those departments that do not offer degree programs, the assessment tends to be course oriented. At the course level, student-learning assessment is a faculty driven process. Most departments regardless of programs, have articulated student expectations, perform direct and indirect measures of student learning and utilize student learning assessment information to improve teaching and learning at the course level. A sound foundation is already in place for the complete implementation and success of a comprehensive student learning assessment plan.

The college recognizes the need to perform various qualitative and quantitative assessments to determine that graduates have achieved the stated learning outcomes. Of corresponding importance, however, student learning assessment also requires dedicating

the appropriate financial, personnel, and time resources to plan and execute assessment programs. As well as financial resources, the College may need to invest in such measures as sponsoring a series of educational seminars addressing all aspects of the assessment process, course load release time for faculty and staff to plan and execute time-consuming assessment programs, or the creation of a full time staff/faculty position dedicated to academic assessment.

Articulated Student Learning Outcomes: Course Level

The Vice President of Academic Affairs requires each faculty member to provide a course syllabus, on the first class meeting date, which clearly articulates the specific course description, objectives, and methods of assessment. These course syllabi are on file in department offices. The department chair has the first responsibility for reviewing syllabi for accuracy and completion. Course syllabi are also on file in the Office of the Vice President for Academic Affairs and are spot-checked for accuracy. As a supplement to the course syllabus, some departments utilize additional methods to articulate course objectives, for example:

- Instructor feedback with testing. (Office Tech.)
- Communication of required proficiency levels of performance. (Accounting)
- Distribution of evaluation procedures. (Dental Hygiene)
- Student conferences and supplemental department handouts. (English)
- College laboratory objectives and clinical objectives (Nursing)
- "Specifics Sheets" for each assignment. (Early Childhood)

Articulated Student Learning Outcomes: Program Level

Many of the department chairs stated that the college catalog articulates student learning expectations at the program level. However, in the 2003-04 SUNY Orange catalog, program goals and objectives were only stated in very general terms with the exception of one Program.   Certain programs (Dental Hygiene, Massage Therapy, Medical Laboratory Technology, Occupational Therapy, Physical Therapy, Radiologic

Technology, and Technologies) provide a student handbook. In answer to this situation, the VPAA has required all programs to develop and provide statements of their student learning outcomes to the VPAA's office by November 1, 2003, with plans to include these in the next edition of the College catalog.

Articulated Student Learning Outcomes: Institutional Level
The College's Goals are articulated in the annual College Catalog. Specifically, the goal related to student learning is to:

> …offer a broad program of general education so that students learn to communicate and reason effectively; make independent judgments; and develop an appreciation for learning, a respect for diverse cultures and individuals, and a desire for self and societal improvement.
>
> (*College Catalog 2002-2003,* p. 12)

Assessment of Student Learning Outcomes: General Education Courses
The College's General Education Assessment Committee has been charged by College Governance to design a plan by which to assess the General Education program college-wide, according to SUNY requirements. This plan was accepted by SUNY in Spring 2003. The committee members coordinate the implementation of the assessment plan and review the results of the plan, then recommend changes related to the program assessment. The General Education Assessment reports are submitted to SUNY by the VPAA.

Under the guidance of the General Education Assessment Committee's plan, academic areas that sponsor general education courses have developed individual plans. A database of questions consisting of embedded short answer, multiple choice questions and/or inquiry based projects that assess the student's mastery of General Education learning objectives has been created. The General Education learning objectives are found in Appendix D in the Report of the Provost's Advisory Task Force on the

Assessment of Student Learning Outcomes, Guidelines for the Implementation of Campus-Based Assessment in the State University of New York (available on site).

Each area establishes criteria for measurement of the results to indicate if the student has met the standard. For example, in General Biology, a student achieving a score of 70% indicates that he/she meets the standard. In addition, the related assessment of those requirements ensures that the institution's transfer students have a foundation in Communication, Natural Sciences, Mathematics, Social Sciences, Humanities, History and Foreign Languages.

Assessment of Student Learning Outcomes: Other than General Education

The designs of student learning assessment at the course and program level also utilize a wide variety of direct and indirect measures of student learning.

Direct Measures: All academic areas rely on a variety of course-embedded measures, such as quizzes, proficiency exams, group projects, case studies and research papers, as well as student portfolios, field work evaluations, student portfolios, performances, presentations, and professional behavior evaluations for evaluating student learning at the course and program level (See Appendix 19).

Indirect Measures: Academic areas which have a specific degree or certificate programs utilize additional techniques to assess student learning such as student employer, clinical training facilities, and alumni surveys, national examinations results, meetings with Advisory Boards, interviews with professionals in the field, exit interviews with graduating students, student transfer success and retention levels (See Appendix 19). In addition, retention studies are a part of the College Wide Assessment Plan (See Appendix 18).

The College-Wide Assessment Plan

The College Wide Assessment Committee (CWAC) is composed of ten faculty members, two from each Interdepartmental group, and one person from each of the following; Administrative Offices, Academic Affairs, Administrative Affairs, and Support Staff. Ex-Officio members are the College President, Vice President of Academic Affairs and the Institutional Research and Strategic Planning Officer (IRSPO). The charge of this committee is to: 1) develop and maintain an appropriate academic/office assessment procedure, 2) provide guidance and assistance during the assessment process as needed, 3) review with the Vice Presidents the final assessment results, including recommendations.

As a result of the committee's hard work and dedication, the College has an institution-wide assessment plan dealing with retention, student learning, faculty development, curriculum and instructional material in a five-year cycle. The plan and forms are available for all faculty on the College web site. Student Learning Outcomes is one of the areas that will be evaluated by each department at least once in the five-year cycle, but the year within the cycle that student learning outcomes are addressed is staggered across the departments. Since each department can decide the academic year within which to review Student Learning Outcomes, not all academic departments have completed this review. Copies of the completed assessments are on file in the Office of the Vice President for Academic Affairs.

Improvement to Teaching and Learning

The College approaches assessment not as an end in itself, but rather as an instrument towards the improvement of student learning. The results of assessment should be used to continually improve teaching and learning. Although this ideal has not

been fully realized at this point, there is evidence that this is occurring at SUNY Orange. Answers to this subcommittee's assessment survey indicated that most departments perform regular curriculum reviews using the data generated from the assessment tools at the course and program level (See Appendix 19). Department chairs' responses indicated that they meet regularly with faculty to discuss the results of assessments, and improvements to instruction and curriculum are made. Some departments indicated their assessment results affect their budgetary decisions and planning process.

Some of the information provided by or performed by IR that is gathered and used to improve teaching and learning includes Graduate Surveys with persistence and graduation rates by program after transfer to other SUNY institutions, analysis of the College's Retention and Graduation rates, graduating student GPAs distributed to each academic department.

Student learning assessment information is also gathered and used as part of institutional assessment. It appears as a part of SUNY Statistical Reports, particularly in two reports: the Persistence of Transfer Students from SUNYCC, and SUNY Attrition and Retention. These reports are kept on file in the Office of Institutional Research (IR). Persistence looks at the retention rates of students who transfer from a community college to a four-year state college or university within the SUNY system. SUNY Orange County Community College graduates consistently rate among the top in the state. The Institutional Research Office also performs a SUNY Student Opinion Survey every three years, completing the latest in 2003. A general overview of results is presented to the College community at the October College Assembly meeting. IR performs graduate surveys as well; eighteen months after graduation, two-thirds of all

graduates are surveyed and data kept on file with Institutional Research. In addition, graduating student GPAs are published and distributed to each academic department from Records and Registration. Furthermore, each department performs retention and student learning outcomes studies within the five-year college-wide assessment cycle, with data forwarded to the VPAA.

SUMMARY
Strengths
- SUNY Orange transfer students rate number one in persistence at SUNY four-year schools.

Concerns
- Some course syllabi lack clearly articulated student learning objectives.
- Some programs lack clearly stated programmatic goals and objectives. These goals should include "the assessment of learning outcomes to be demonstrated by students as they progress through the program to completion."
- Some departments that sponsor degree programs, other than the Health Professions and the Department of Technology, lack a comprehensive plan that describes student learning assessment activities at the program level.
- Courses that are not on the SUNY General Education list and are not sponsored by the Health Professions or Department of Technologies lack a comprehensive course assessment plan.
- Departments that assess General Education Courses only test for the objectives specified by New York State Department of Education.
- With the exception of the Nursing and Dental Hygiene Departments, Departments do not perform validity and reliability testing on evaluation tools.
- Criminal Justice, Physical Education, Arts and Communication, and Math and Computer Science do not provide evidence that data generated from evaluative instruments are used to improve teaching and learning.

<u>RECOMMENDATIONS</u>
1. Review more consistently at the department level all syllabi for course description, objectives, and assessment methods; objectives should be stated as student learning outcomes.

2. Develop a listing of core competencies, within all departments, that each student should possess at the completion of their program. Communicate these in relevant formats such as the catalog, Viewbook, website or departmental handouts.

3. Use individual program orientation sessions as a useful means of communicating specific program objectives.

4. Develop assessment plans within all departments, with clearly defined and measurable learning objectives. Make the plans realistic, continuous and cyclical in nature whereby the assessment results can feedback and redesign the assessment process.

5. Establish collaboration between the Office of Institutional Research and individual departments on data analysis and departmental survey construction to insure validity and reliability of the assessment plan.

6. Provide departments who do not have an effective and comprehensive student assessment plan with mentors from those that do.

7. Conduct professional development sessions on all aspects of the assessment process: developing and articulating learning goals and objectives, selecting assessment methods, evaluating student learning, standardized methods of determining validity and reliability of evaluation tools, and the use of assessment results to improve student learning.

8. Provide time and resources to plan, execute, tabulate, communicate, and implement the recommendations of the student learning outcomes assessment.

9. Establish and hire a full time staff position (director or coordinator) dedicated to academic assessment to manage, coordinate, plan, evaluate, assist, and ensure that all fundamental elements of student learning assessment processes are successfully performed.

10. Develop a plan, for those departments without one, that uses evaluative data to improve teaching and learning.

11. Regularly review department assessment plans and integrate their assessment data into the planning and budgetary process.