

ACADEMIC AFFAIRS



ANNUAL REPORT ACADEMIC YEAR 2008-2009

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EXECUTIVE SUMMARY

Submitted by: Richard Heppner, Interim Vice President for Academic Affairs

Prior to beginning any assessment of AY 2008-2009, it is important to recall the context in which this past year began. We must remember, for example, as the Associate Vice Presidents note in their summaries, that this was a year that began with great uncertainty... unsettled contracts, a failed VPAA search, rising developmental numbers, questions of trust and, on the horizon, a very uncertain budget picture. Not necessarily the “stuff” of great promise.

Further complicating the picture was the arrival of a new and untested academic team to lead Academic Affairs, including an Interim VPAA, an interim AVP of Liberal Arts, an interim AVP of Business, Math, Science and Technology, and a new AVP of Health Professions. Questions of continuity and leadership were understandable and expected.

With the above noted, however, we remain at our core an academic community built on a well-constructed foundation. To that end, it became obvious to those of us in Academic Affairs that to effectively move forward, we must first fall back on what is – and has always been – important: establishing an atmosphere of trust and mutual respect, making every effort towards effective communication, focusing on and maintaining high standards, and understanding that, ultimately, we all wish to move towards the same end - offering the most effective educational experience to the citizens of Orange County that we can.

With that as backdrop, we began the academic year by identifying areas in need of attention within the five basic themes of the Academic Master Plan. The reader will find, in the pages that follow, an extensive review of those efforts. As they cannot all find their way to this summary, I would urge everyone to take the time to review the material that follows. While they appear as words on a page, each bullet represents the hard work of an individual or individuals – our colleagues.

While it has been customary in past Year End Reports to summarize, in bulleted form, some of the highlights of the past year, I will divert slightly from that practice in the lines that follow. As we enter a period where new leadership is coming on board, I feel it important to not only cite past accomplishments – but to merge them with the direction this retiring administrator sees as important to the future of Academic Affairs. Again, for a complete insight into the excellent work brought forth during the past year, I urge you to review the entire document.

Academic Affairs: While they will tell you it is not necessary, it is important to me that I first recognize the efforts of the academic affairs leadership team and their efforts throughout the year. I stated at the outset of the year that Academic Affairs would operate as a collaborative partnership, less top down and more focused on building consensus. Whether or not we were successful, I’ll let others decide. However, the important leadership, friendship, wise council, and sense of humor provided by the Associate Vice Presidents was critical in seeing us through the year. Equally as important was the work and support of the Academic Affairs office, the Department Chairs, Assistant Chairs, area directors and, of

course, our dedicated faculty. Their efforts, on a daily basis, are the heart and soul of this institution and any future occupant of this office will do well to bear that in mind.

Developmental Education: It is important that we continue to work towards understanding and responding to the rise in our developmental population. While we took an important step forward this year with the creation and implementation of the Developmental Oversight Team, much work remains. Of particular importance is our continued effort of collaboration with area high schools and BOCES. Unless they better understand our practices – and we theirs – the problem at hand will only continue to grow. As a result, we are currently working with Minisink High School and just beginning to meet with Newburgh Free Academy, in an effort towards sharing curriculum, offering insight on assessment testing, and opening a dialogue towards improving our relationships with area high schools. In addition, much effort has gone into redesigning our learning communities and working with students in need of academic assistance beyond what takes place in the classroom. It is vital that such efforts continue and are provided with the resources for expansion. We cannot be afraid to experiment, try new ways, and listen to our colleagues and students as we charter a more proactive course.

Standards: With the above noted, we cannot – and must not - loosen the reigns when it comes to maintaining academic standards. To insure that such standards are maintained, departmental oversight of all courses and programs and the work of such committees as the Curriculum Committee and the Academic Policy Committee are critical to maintaining a strong academic base. When it comes to what takes place in the classroom, we must continue to empower and support those who understand it best, our departments and our faculty.

Program Development and Collaboration: It remains imperative that we also move forward in new course and program development - in all areas. While new fields such as sustainability and advances in science and technology offer exciting possibilities in curricula development, this year has also seen impressive efforts to review, renew and add to those programs that are at the core of a liberal arts education. While work also needs to continue on the progress made this past year with the Hudson Valley Consortium, departments must be encouraged – and, where necessary, provided the resources required – to forge new partnerships on our own campus; seeking natural connections between disciplines that will expand the perspectives of our students and provide them with a more global understanding of the world they are entering.

Accessibility: We must also continue the good work cited in the attached Division reports relating to accessibility and understanding the needs of our students in relationship to scheduling and entry into the academic world. While following old formulas would certainly be the easiest path to take - doing so, however, would be a disservice to the population we serve. We have long since left the world of 9:00 to 3:00. As a result, we must not be afraid to try new ideas and new possibilities – including the continued growth of DL courses and alternative scheduling. In addition, as the Board of Trustees has noted, we must also be proactive in our efforts to open the doors of academia and actively encourage entry by those who might not otherwise consider the opportunities this institution can offer. We serve no purpose if we are inaccessible to those students who need our services the most.

Professional Development: Much of what is discussed above and in the pages that follow hinges on supporting faculty and staff with the professional development activities they need to forge the new paths we so eagerly want to pursue. While budget considerations during the past year made this a difficult promise to fulfill, we cannot let the continued prospect of declining funding slow our progress. To that end, Academic Affairs and the CTL, in collaboration with Human Resources and Instructional Technology began work this spring in developing a more comprehensive and collaborative professional development model. During the coming academic year, we hope to work closely with faculty and staff towards a program that will assist all in enhancing their skills and opening new pathways towards alternative credit opportunities and effective training relating to pedagogical and technological concerns.

Student Support: In relation to our students, this past year saw continued focus placed on providing opportunities for academic growth beyond the classroom. The institution, for example, has made a firm commitment towards supporting student participation in the Beacon Conference and, in fact, will serve as host to this regional conference of student scholars in 2010. In addition, efforts such as the Global Initiative, Educational Gardens, the STEM Bridge program in association with SUNY Purchase, revitalization of Phi Theta Kappa, increased scholarship opportunities and the myriad of club and student activities faculty are involved in all serve as testament to the dedication of our faculty and their departments towards providing such opportunities. Equally important is the enhanced relationship between Academic Affairs and Student Services. Through regular meetings and consultations on matters ranging from scheduling to advising, the increased emphasis on effective communication between the two areas has gone a long way in improving coordinated services to students.

Branch Campus: Finally, a great deal of time and effort was extended this past year towards the development of the new branch campus in Newburgh. This fall, academic programs in Business, Human Services, Criminal Justice, and the AA in Liberal Arts will be open to students in Newburgh. In addition to hiring full time faculty to represent these programs, there was also a great deal of activity extended towards the continued design of both the Kaplan and Tower buildings. Meetings and discussions also focused on communication between campuses and the reporting lines that need to be put in place regarding such matters as: student grievances, future hiring, and faculty/staff evaluations. Ultimately, Academic Affairs must move to fully staffing not only the classroom – as new programs come on line and facilities are completed – but must also put in place the designed plan for academic supervision in Newburgh. While a great deal of work still needs to be completed, the Fall 09 semester will represent a major milestone in the College’s academic evolution.

As we look back on where the past year took us, I believe that Academic Affairs can be justly proud of what has been accomplished. The efforts of so many underscore the commitment that can be found among those who work tirelessly under the Academic Affairs “umbrella.” For, despite where AY 2008-2009 began, it is where and how we concluded the year that is important. As a result, I extend my sincerest thanks to all those whose contributions are noted in the pages that follow and for their continued efforts on behalf of our students.

Thank you to the 2008-2009 Academic Leadership Team!

*Paul Basinski
Eileen Burke
Nancy Carlson
Rosamaria Contarino
Lucinda Fleming
Michael Gawronski
Patti Guallini
Flo Hannes
Alex Jakubowski
David Kohn
Ron Kopec
Suzanne Krissler
Maureen Larsen
Jennifer Lehtinen
Dr. Maria Masker
Stacey Moegenburg
Dennis O'Loughlin
Susan Parry
Rosana Reyes-Rosello
Judith Schwartz
Pat Slesinski
Roberta Smith
Fern Steane
Shelia Stepp
Linda Stroms
Mark Strunsky
Elaine Torda
Dr. Frank Traeger
Mary Warrenner
John Wolbeck*

LIBERAL ARTS DIVISION

- Arts & Communication
- Criminal Justice
- Education
- English
- Global Studies
- Honors Program
- Psychology/Sociology

LIBERAL ARTS DIVISION SUMMARY AY 2008-2009

Submitted by: Mary Warrenner, Interim Associate Vice President

In a year that began with serious concerns about the budget, an unsuccessful search for a new VPAA, and union contracts to be settled, throughout, departments college-wide continued to do what we do best—teach, learn, innovate, and in general respond to our students' and our community's needs. And this certainly applies no less to Liberal Arts. By year's end, several Liberal Arts departments received approval to offer new courses in the Fall 2009, professional development went on despite the freeze on conference money, and new initiatives for Fall and Spring 2010 were well underway. Also underway were full-time faculty searches in Education, English, and Criminal Justice not only to fill some yawning gaps in Middletown but also to add full-time faculty in Newburgh to accommodate its new branch campus degree offerings. For a year with its ups and down, it definitely ended on an up note.

The hard work that went into this successful year cannot be overstated. As usual, departments did more with less and tackled both the obstacles and the possibilities with equal enthusiasm. Collaboration among departments increased as evidenced in scheduling, special projects, initiative development, and special attention to the needs and concerns of our growing developmental population. At year's end, departments also updated and revised their Academic Master Plan objectives, reflecting not only the department's goals for the next five years but also the impact of an infusion of new faculty bringing their fresh perspective and experience to the college.

The following report is organized according to the five main themes established by the Academic Master Plan: Teaching and Learning, Students, Professional Development, Collaboration and Partnerships, and Technology. It also includes the year-end reports of each Liberal Arts department: English, Global Studies, Psychology and Sociology, Education, Arts and Communication, and Criminal Justice, with each department's updated Academic Master Plan objectives.

Teaching and Learning

Departments continued to review, improve, revise, and expand course offerings this year, as well as to develop new initiatives. These included:

- The Global Initiative: Sustaining the Earth was successfully incorporated into the Arts and Communication curriculum and productions, such as the Student/Faculty Art Show and Symphonic Band program.
- Developmental Learning Communities were created in response to college-wide concerns about the growing student population placing into developmental courses and offer students a specific incentive to finish their developmental requirements as quickly as possible.

- In collaboration with the Department of Applied Technology, Criminal Justice developed the Cyber Security curriculum, approved by the Curriculum Committee and currently awaiting State approval.
- Criminal Justice received approval for the Rockland Community College Fire Science Program, also awaiting approval from the State.
- Arts and Communication expanded *Puppetry/ Object Performance Theatre* to three credits culminating in the 2nd Annual SUNY Orange Puppet Slam.
- An English Department committee continued its investigation into a possible Basic Writing Skills 2 exit exam through use of a common final and group grading.
- Honors offered two history seminars: *1968* and *Inhuman Bondage*.
- Enrollment in the new Human Services program increased to 16 first-semester students.
- Enrollment in the Honors Program increased to 36 students.

Students

Departments continued to support student development in every respect, including advising and mentorship, sponsoring clubs, and exploring new ways to support students' academic goals.

- This year faculty and staff began encouraging students to submit research papers to the Beacon Conference, which rewards students for outstanding scholarship and research. Anthropology student Thomas Quinn won the "Best of Category" award for his paper, "Primates and the Way They Learn" at the 2009 Beacon Conference. His mentor was Global Studies' Cory Harris. SUNY Orange will host the 2010 Beacon Conference to be held next June.
- The Developmental Oversight Team was created to develop new initiatives to address the needs of the growing population of developmental students. The Team designed a developmental Learning Community, two sections of which are being offered this Fall, one in Middletown and one in Newburgh.
- In addition to participating in college Open Houses and Admitted Student Events, Education, Honors, Arts and Communication, and Criminal Justice all offered Program Information Sessions through the Admissions Office designed to provide students with department-specific information.
- Global Studies sponsored a trip to Turkey over Spring Break.
- Faculty continued to serve as student advisors to a number of clubs, including The Criminal Justice Club, Student Political Awareness Club (Global Studies), the Psychology Club, and the Future Teachers Association.
- The Criminal Justice Club sponsored a mock presidential election and showed the presidential and vice-presidential debates.
- Working with Counseling and Advising, the English Department successfully transitioned from Blackboard to Angel for its online placement essay reading to get placement results to students more quickly.
- Honors received the \$2,000 Edward Morrison Honors Program Scholarship to be given to an Honors sophomore.

- Internships opportunities were expanded in a number of departments, including Criminal Justice and Psychology and Sociology.

Collaboration and Partnerships

Collaborative efforts college-wide continued to grow, enabling college community members at every level to gain greater perspective on the needs of our broad range of students, as well as to focus their individual efforts so that they had the greatest possible impact.

- As part of the Hudson Valley Consortium of Community Colleges, Criminal Justice collaborated with the Department of Applied Technology on the Cyber Security curriculum, approved by the Curriculum Committee and awaiting State approval. The Rockland Community College Fire Science Program, approved in Spring, is also awaiting State approval.
- Criminal Justice also worked closely with Psychology and Sociology to develop *Forensic Psychology*, which will be presented to Curriculum in Fall 2009.
- The Education Department completed articulation agreements with Mt. St. Mary College and the College of St. Rose.
- Conceived by VPAA Heppner, the Developmental Oversight Team, an unprecedented collaboration between Math and English Department Chairs, the Learning Assistance Coordinator, the Division AVPs, and the AVP of Enrollment Management, was created to develop initiatives to help students get through their developmental course requirements successfully as quickly as possible. The first two initiatives are scheduled for implementation in the 2009-2010 academic year.
- Through the Director of Educational Partnerships, English Department faculty met with county high school English Department Chairs for the second time to continue their efforts to bridge the gap between graduating high school students' reading and writing skills and the college's first-year expectations.
- The Human Services program continued its collaboration with area human services agencies to co-sponsor presentations, workshops, and conferences for students and area employees.
- Planning is underway for Criminal Justice to expand its internship program, including adding the Port Jervis Police Department as an additional internship site.

Professional Development

Despite budget constraints and the usual constraints of time, faculty and chairs attended conferences and shared their knowledge and perspective through presentations and lectures.

- Linda Fedrizzi won the Pinnacle Award from Phi Theta Kappa for excellence in student recruitment.
- Jennifer Lehtinen chaired a panel at National Communication Association Conference.
- Max Schaefer served as college representative for the Faculty Council of Community Colleges and attended their annual conference.

- Max Schaefer also collaborated with CAPE to organize China: The Arts and Culture Tour, Summer 2009.
- Susan Slater-Tanner developed *Art Matters: A Visual Arts and Art History Blog*.
- Chair Nancy Carlson attended ACCESS (American Associate Degree in Early Childhood) and Fall NYSACTE (New York Association of Colleges with Teacher Education Programs) conferences.
- Elizabeth Tarvin attended the NYS Reading Association conference.
- Mike Strmiska presented “Modern European Paganism,” a lecture.
- Heidi Weber presented “Sustainability and Warfare.”
- Edgar Gutierrez led Urbino, Italy, study abroad program again this year
- Michael McCoy had two history papers published in leading professional journals
- Elaine Torda was re-elected chair of NCHC Two-Year College Committee and presented “Service Learning: Experiences and Opportunities for Two-Year College Students.”
- Anne Sandor and Meredith Sloan presented “Heart of Darkness: What Your Students Know About Writing,” a workshop presented through the Center for Teaching and Learning.

Technology

Budget issues also had an impact on upgrading and expanding technology in labs and classrooms, but some goals were achieved.

- Departments continue to add DL courses, fully online, hybrid, and Web-enhanced, required and optional.
- The CTEA grant funded upgrades in the Harriman Hall Television Studio, including 8 24” Macs for the video-editing suite.
- The English Department offered faculty in-depth training in the use of Harriman smart stations.
- Plans are underway for adding smart stations in both Biotech and Hudson Hall.

Finally, on behalf of Liberal Arts and my own behalf, many thanks to Richard Heppner for his superb leadership during a challenging year. His commitment to the hard work of collaboration, to hearing every voice and taking each seriously, has inspired us to listen carefully and consider all the possibilities. And his humor has made the best seem always within reach.

ARTS & COMMUNICATION

AY 2008-2009

Submitted by: Mark Strunsky, Department Chair

The Arts and Communication Department continues to fulfill its mission of offering academic courses and programs preparing students for transfer to four-year colleges and for careers in art, communication, music, and theater while providing service and enrichment to the College and community by presenting wide variety of cultural events and opportunities. This year we maintained or expanded all our regular activities, achieving particularly noteworthy advances in the areas of curriculum development and collaboration.

Student Support

- Extensive, ongoing departmental academic and career advising.
- Extensive, ongoing, and diverse performance and exhibition opportunities.
- Continued efforts to maintain and develop departmental scholarship opportunities.
 - Raised money for scholarships through admission fees and donations at music and theatre events.
 - Selected two students for 2009-10 Madrigal Singers Scholarship.
 - Established and awarded Friends of Music Scholarship for returning music students (thanks to Prof. Stephen Coccia, Psychology).
 - Held discussions with Mr. Barry Adelman (Music for Humanity) to establish music scholarship.
- Continued to expanded internship opportunities through *Practicum* course.
- Two students awarded SUNY Purchase *Baccalaureate and Beyond* summer scholarships.
- Department faculty assisted with Honors Program Capstone presentations, Spring 2009.
- An Art student nominated by Adjunct Instructor Jacqueline O'Malley-Satz awarded all-inclusive Vassar Summer Scholarship.
- Held Phi Theta Kappa “Knowledge: Pass it On” book giveaway encouraging others to take one of 500 free books to read and pass on to another, Spring 2009.
- Conducted departmental book / recording giveaway, Fall 2008.
- Colt Rock Radio sponsored mock election, Fall 2008.

Teaching and Learning (Curriculum Change / Program Design)

- Ongoing curricular and programmatic review and revision in all departmental areas to enrich offerings and enhance student success.
- Hired and mentored new adjunct faculty.
- Material relating to Global Initiative: Sustaining the Earth incorporated into curriculum and productions (e.g. Student / Faculty Art Show, and Symphonic Band program, Spring 2009).

- **Art**
 - Presented ongoing exhibition and workshop series in Harriman Hall Student Gallery.
 - Presented student / faculty (full time and adjunct) art show in Orange Hall Gallery, Spring 2009.
 - *Digital Photography 1* and 2 developed and approved for A.Y. 2009-10.
 - *Web Page Design 2* developed and approved by department.
 - Ran new *Sugar Loaf, Surrealism and Seligmann* course in Sugar Loaf furthering strong partnership between SUNY Orange and Orange County Citizen's Foundation
 - Expanded practicum opportunities. Art history student interns placed with the Orange County Citizen's Foundation created digital archival database and were awarded complimentary memberships.
 - Cross-disciplinary instructor collaboration incorporated non-western aesthetic in painting studios and art history classes.
 - Expanded Web Optional course offerings including new Angel learning modules.
 - Continued to enhance curriculum by incorporating off-campus museum visitation for art history, design, drawing, introduction to art, and color classes.

- **Communication**
 - Ran Honors *Foundations of Communication*, Fall 2008.

- **Music**
 - Increased enrollment in most major courses.
 - Maintained normal production schedule including expanded seasons of SUNY Orange Community Orchestra and Symphonic Band.
 - Guest composer Joseph Bertolozzi participated in open rehearsal and performance with Band and offered master class (Middletown) and Bronze Collection performance (Newburgh), Spring 2009.
 - Conducted two *How to Improve Performance* (H.I.P.) jazz workshops including Guitar Summit, Fall 2008 and Chris Parker Band master class, Spring 2009.
 - Ran Honors *History of Rock Music*, Spring 2009.

- **Theatre Arts**
 - Productions
 - Apprentice Players presented *East Lynne*, Fall 2008; *Adaptation and OCCC Stock Variety Show*, Spring 2009.
 - *Theatre Workshop* class presented *Back Story*, Spring 2009
 - *Acting Fundamentals* presented performance final, Fall 2008 and student-written monologue production, Spring 2009.
 - *Improvisation for the Theatre*: two performance finals, Fall 2008, Spring 2009
 - SummerStar Theatre will present *Urinetown* and sponsor children's theatre camps in collaboration with The Acting Out Playhouse, Summer 2009.
 - Ran expanded (three-credit) *Puppetry / Object Performance Theatre* course culminating in student performance – 2nd Annual SUNY Orange Puppet Slam, Spring 2009.

- Conceived and facilitated Professional Theatre Lecture Series with Lyceum featuring five guest lecturers from professional theatre unions and organizations.
- Presented Theatre Audition workshop.
- Conducted three field trips to theatrical productions (locally and in N.Y.C.).

Professional Development

- Linda Fedrizzi-Williams
 - Received Pinnacle Award from Phi Theta Kappa Headquarters for excellence in student recruitment (SUNY Orange Alpha Nu Chi chapter reached 116 active members).
 - Conducting research on intergenerational communication with Marist College Professor Mark Van Dyke. Holding focus groups, examining trends, and writing report to present at the National Communication Association conference in Spring 2010.
 - Reviewed for retention, Fall 2008 and tenure, Spring 2009.
- Jennifer Lehtinen
 - Chaired a panel – "Dealing with Inequities in the Multi-Discipline Department - Best Practices" at the National Communication Association annual conference in November, 2008.
 - Graduate course work (five-credit course toward masters degree in Psychology) at Walden University, Spring 2009.
- Joseph Litow
 - Completed numerous Adobe CS4 and Angel e-seminars and webinars to enhance online courses.
 - Reviewed for promotion, Spring 2009.
- Candice O'Connor
 - Ongoing graduate course work in Theatre Management at Montclair State University, Fall 2008.
- Max Schaefer
 - Served as SUNY Orange Faculty Council of Community Colleges representative and attended F.C.C.C. conference, Spring 2009.
- Susan Slater-Tanner
 - Completed two graduate courses in museum studies at Johns Hopkins University (*Museums in the Digital Age*, Fall 2008; *The Business of Museums*, Spring 2009).
 - Developed *Art Matters: A Visual Arts and Art History Blog* highlighting workshops, exhibitions, art show, and related activities.
 - Developed Gallery Space on Newburgh campus (with J. O'Malley-Satz and J. Lehtinen).
 - Submitted abstract ("Vice, Virtue, Vanity or Veracity: Representations of the Aging Female in Early Modern European Art") to College Art Association. If approved, will present at 98th Annual Conference, February 2010.
- Mark Strunsky
 - Participated in Angel training and developed online content for Fall 2009 web enhanced course sections, Fall 2008.
- All eligible adjunct faculty were reviewed for promotion.

Collaboration and Partnerships

- Collaborated with Admissions on departmental and College admissions receptions, Accepted Student Day, and open houses.
- Contributed extensively to Global Initiative: Sustaining the Earth, incorporating related material into Art and Music curricula and productions such as Student / Faculty Art Show and Symphonic Band concert, Spring 2009.
- Strengthened partnership between SUNY Orange and Orange County Citizen's Foundation
 - New *Sugar Loaf, Surrealism and Seligmann* course conducted in Sugar Loaf, Spring 2009 (Slater-Tanner).
 - Expanded internship opportunities Foundation and Sugarloaf arts community.
- Increased number of Viscom majors benefitting from articulation agreement with BOCES/CTEC.
- Worked with CTEA to obtain grant money for technology, etc.
- Partnered with Lyceum to present
 - Student / Faculty Art Show, Spring 2009.
 - Professional Theatre Lecture Series (Schaefer, see above).
- Theatre Association of New York State (Schaefer).
 - Attended festival in Batavia, NY with Apprentice Players, Fall 2008
 - Received two merit awards for production of *Adaptation*, Spring 2009
- Collaborated with Honors Program Coordinator on departmental course offerings and other Honors initiatives including assistance with Spring 2009 Capstone presentations.
- Maintained liaison with SUNY Purchase *Baccalaureate and Beyond* program. Two students awarded summer scholarships (Lehtinen).
- Participated in Information Literacy Assessment project with Christine Work and Susan Parry, Spring 2009 (Schaefer and Slater-Tanner).
- Arts and Communication *Practicum* course team-taught (Lehtinen (Communication) and Slater-Tanner (Art)).
- Art student nominated and awarded all-inclusive Vassar Summer Scholarship (O'Malley-Satz).
- Monroe-Woodbury High School student soloist for Orchestra concert selected via Concerto/Aria Competition, Spring 2009 (Clark Moore).
- Received Pinnacle Award from Phi Theta Kappa Headquarters for excellence in student recruitment. SUNY Orange Alpha Nu Chi chapter reached 116 active members (Fedrizzi-Williams).
- Collaborated on research project with Marist College (Fedrizzi-Williams, see above).
- Participated in Newburgh school jazz festival, Spring 2009 (Parker).
- Participated in College's Adopt a Family holiday project, Fall 2008.
- Participated in P.T.A. program Accreditation Team meeting, Fall 2008 (Strunsky).
- Worked with C.A.P.E. to organized proposed trip - China: The Arts and Culture Tour, Summer 2009 (Schaefer).

Technology

- CTEA Major Effort #10 enabled extensive upgrades to Harriman Hall television studio:
 - purchased eight new 24" Apple iMacs for video-editing suite, replacing five older units
 - upgraded to newest version of Final Cut Pro, providing students access to industry standard editing software
 - installed new tables and office chairs
- \$2000 Harriman Grant used to purchase four Shure microphones, boom stands, and shock mounts for Orange Hall Theatre enabling high quality sound recording.
- Completed construction in Harriman Hall radio station including new wall with HA 111 reducing transferred noise by 75%. Acoustical panels installed in radio and sound recording studios provides a quieter environment for radio and recording activities.
- Expanded Web Optional course offerings including new Angel learning modules.
- Ongoing maintenance of Orange Hall Mac lab.
- Ongoing maintenance of inventory of 32 pianos for use in classrooms and performance spaces.

The Arts and Communication Department eagerly anticipates maintaining our reputation for outstanding service during the 2009-2010 academic year.

Academic Master Plan 2010-2015: Arts and Communication Department

Spring 2009

The Arts and Communication Department includes the disciplines of Art, Communication, Music, and Theatre. In addition to course offerings from these disciplines in service to the college's many degree programs, the department also offers two AAS degrees, one in Music and one in Visual Communications. The AAS Music Degree is designed for those students wishing to enter employment in a field connected with music. The degree offers three emphasis areas in: Music, Music Business, and Jazz/Commercial. The AAS Degree in Visual Communication provides students with an understanding of all aspects of visual communications and graphic design. The Department also provides specific courses designed to help meet General Education requirements in Communication, the Arts, and the Humanities. Responsible for the operation of numerous facilities, the Department houses the Orange Hall Theatre, a video production facility, an internet radio station, two visual communications labs, several art studio classrooms (in Middletown and in Newburgh), music classrooms, and a student art gallery.

Additionally, through its many contributions in the areas of art, music, and theatre, the Department is the primary academic contributor to cultural programming at the college and within the community. During the most recent program reviews for both AAS degree programs (commended by Dr. Peter Salins, then SUNY Provost and Vice Chancellor for Academic Affairs), analysis by external reviewers pointed out some concerns. Several of these, particularly in the areas of retention, technical facilities, enrollment, and curriculum have been addressed. The Department continues to concentrate on perennial issues such as

lack of adequate space (classroom, studio, storage, adjunct faculty offices), maintaining current facilities, securing resources to upgrade facilities, the need for full time faculty in specific disciplines, marketing of programs and events, and the ongoing provision of curricular and cultural offerings that meet the needs of students and the community.

Objectives

General

- Effect improvements suggested by evaluation of assessment results.
- Seek ways to improve existing space (e.g. access, sustainability, soundproofing, lighting, portable storage, general maintenance).
- Continue to work with college community to design a new fine and performing arts building that includes a collaborative mixture of classrooms, technical facilities, performance and exhibition spaces, and offices.

Student Support

- Increase departmental enrollment, retention (i.e. successful completion of courses and programs), transfer options, and graduation rates.
- Improve scholarship and internship opportunities for all department disciplines.

Curriculum Change / Program Design

- Continue to develop and provide courses that offer a wide range of knowledge and diversity in the arts and communication areas. Investigate expanded interdisciplinary offerings.
- Continue to explore the merger of digital media offerings into one degree program with options.
- Continue to develop, support, market, and increase access to and participation in cultural programming that relates to academic programs across campus while also serving the community's cultural needs.
- Review and revise music business option of the A.A.S. Performing Arts: Music degree in order to stay current with academic and industry standards.
- Explore revision of Art curriculum in terms of scheduling and course credit loads.
- Offer *Private Music Instruction* during the summer.
- Explore the possibility of creating summer music camps.
- Assess, propose, and implement a new degree program in Theatre Arts.
- Establish effective advisory boards for AAS degrees in Visual Communications and Music.
- Explore the idea of a capstone experience as a celebration of student achievement.

Professional Development

- Discover ways in which to utilize our institution to further professional development for faculty and staff.
- Enhance funding for course work and conference attendance and presentation.

Collaboration and Partnerships

- Maintain and expand collaboration with internal and external professional organizations and entities (e.g. Lyceum, Paramount Theatre, C-TEC / B.O.C.E.S., Theatre Association of New York State, Orange County Citizens Foundation, C.A.P.E., and the regional arts community).
- Establish a relationship with Bethel Woods Center for the Arts.
- Expand student internship opportunities.
- Investigate possible Community College in the High School offerings.
- Develop new articulation agreements with secondary and four year institutions.
- Expand our participation in the Baccalaureate and Beyond program with SUNY Purchase.

Technology

- Insure that faculty and staff computer technology needs are met.
- Maintain and/or upgrade departmental facilities including
 - Orange Hall Theatre
 - Video production facility
 - Internet radio station
 - Art studios
 - Music facilities
 - Visual communications labs
 - Photography lab
 - Student art gallery
- Create dedicated smart classrooms in which to deliver courses in all departmental disciplines.
- Create a music recording facility.
- Create a digital piano lab.
- Obtain additional ongoing technical support for all departmental facilities.
- Continue to offer support to the college and community by providing technical expertise and facilities within defined parameters.
- Expand environmentally responsible practices relating to technology within the department.

CRIMINAL JUSTICE AY 2008-2009

Submitted by: Dennis O'Loughlin, Department Chair

- ✓ The Criminal Justice Department collaborated with the Department of Applied Technology on the presentation of the Cyber Security Curriculum to the SUNY/Orange Curriculum Committee. The program was approved and was forwarded to the State for their approval. We are presently awaiting word from the State. The Criminal Justice Department has been actively recruiting potential instructors for this program and we have forwarded several prospective candidates to the Department of Applied Technology.
- ✓ The Criminal Justice program also presented the Rockland Community College Fire Science Program to the SUNY/Orange Curriculum Committee. This program was approved by the SUNY/Orange Curriculum Committee and has been forwarded to the State. The program will come under the auspices of the SUNY/Orange Criminal Justice Department to facilitate administrative and advising issues.
- ✓ The Criminal Justice program has developed a new Distance Learning Course, CRJ 111 Criminology that is scheduled to be implemented in the fall 09 semester. Our objective is to develop, at least, one DL or hybrid Course per year.
- ✓ Criminal Justice Department has collaborated with the Department of Psychology and Sociology on the development of a forensic psychology program. The basic framework of the program is completed and will be presented for curriculum review in the fall.
- ✓ We have held preliminary discussions with the Biology Department and we have agreed to explore the possibility of developing a Forensic Science Program. This process will be initiated in the fall 09 semester.
- ✓ Identified and hired a temporary full time instructor for the criminal justice program at the newly designated Branch Campus at Newburgh. A search committee has been formed to identify a candidate for a permanent position. The search will be conducted in the fall 09 semester.
- ✓ The Criminal Justice Program instituted a mock criminal trial scenario for students in our criminal law course in the New Visions Program and at the Middletown campus. This provided our students with the opportunity to apply legal procedures that were learned in class to real situations. We will be exploring the possibility of expanding this learning technique to other sections. We initiated a Criminal Justice seminar series for all students on both the Newburgh and Middletown Campuses. The following seminars were conducted during the 08-09 semesters. Middletown – “The Juvenile Justice System,” featured guest lecturers from the Orange County Juvenile

Justice System; “Corrections from Intake to Re-Entry,” featured guest lecturers from various correctional areas such as intake, security and counseling and a lecture and showing of the film “9-11 a documentary.” Newburgh Campus- “Dirty Bombs and Issues in Homeland Security.” We are planning on continuing this program during the 2009-10 academic year.

- ✓ The Criminal Justice Club sponsored a mock presidential election and also sponsored the showing of the presidential and vice presidential debates. They also conducted a voter registration drive that facilitated this process for our students. The club was also active in the raising of funds for the purchase of holiday gifts for needy local families. The Criminal Justice Club also provided the college with a “Hands on Learning” display that illustrated the clubs activities in providing criminal justice hands on learning opportunities for students. The criminal justice club also sponsored a trip to the New York City Police Museum in the latter part of the semester.
- ✓ We have worked with the Director of Career and Internship Services to expand our Internship program. We have added the Port Jervis Police Department to our growing list of potential internship sites. We are also proud to report that one of our Internship students from the Spring 08 semester at the Middletown Police Department was recently hired by that Department.
- ✓ The Criminal Justice web page has been completed and includes specific descriptions of the program and courses as well as a brief bio of our full time personnel. Most of the pages are up while others are under construction.
- ✓ We have been working with the library to increase our Criminal Justice holdings at the library. This was a direct recommendation by the external review committee who visited our campus in the Spring 2006 Semester. Through this process, we have ordered several criminal justice books throughout the year. This process will be continued next semester. We have also, with the assistance of library personnel, been able to order several cd-roms relative to an array of police legal issues.

Academic Master Plan Update 2005-2010

Objective 1

Work intricately with the Hudson Valley Consortium of Community Colleges for Domestic Preparedness, Response and Recovery to undertake a region wide approach to curriculum development and the delivery of course content and training in law enforcement, cyber security, emergency management services and fire services. Phase our current certificate program in favor of new certificate in Cyber Security.

- ✓ The Criminal Justice Department has collaborated with the Applied Technology Department, AVP Liberal Arts, Health Professions, and AVP for Business, Math, Science and Technology and the Hudson Valley Consortium for Homeland Security on the development of the SUNY/Orange cyber security program. The Criminal

Justice Program was also instrumental in identifying a consultant for this project. The program was approved by the SUNY/Orange curriculum committee and was forwarded to the State for their approval. We are presently awaiting word from the State. The Criminal Justice Program has been actively recruiting potential instructors for this program and we have forwarded several prospective candidates to the Chair of Applied Technologies. The Criminal Justice program also presented the Rockland Community College Fire Science Program to the SUNY/Orange Curriculum Committee. This program was approved by the Curriculum Committee and has been forwarded to the State. The program will come under the auspices of the SUNY/Orange Criminal Justice Department to facilitate administrative and advising issues. **Status: This objective is on-going.**

Objective 2

Develop, in conjunction with the Laboratory Technology program and Mercy College, a forensic science program. As an extension, develop and articulation agreement with Mercy College while exploring the possibility of offering upper level courses from Mercy in forensic science at SUNY Orange.

- ✓ This program was never developed. Though the concept was well received by our students the idea never went any further than the survey that was sent out to our student body. The Mercy College professor who was working on the project was unable to follow through with this collaboration. Over the past several years many Criminal Justice Students have expressed an interest in this subject as have many science students. This has led to preliminary discussions between the Chair of Criminal Justice and the Chair of the Biology Department. We have decided to sit down and discuss the possibility of the development of a Forensic Science Program at SUNY/Orange. We will be looking at the programs at John Jay College and forensic programs at other local 4 year institutions. **Status: Modified from the original objective and a work in progress.**

Objective 3

Continue to assess needs of Criminal Justice agencies in Orange County to provide credit and non-credit course offerings; and, assist with in-service training provided through the New York State Department of Criminal Justice.

- ✓ The Consortium programs as listed in Objective 1 will play a very big part in the development of this objective. We have had preliminary discussions with the New York State Police trainer who is responsible for the delivery of Cyber Crime Training to all of the local police departments in Orange County. Once our Cyber Crime program gets approved and we are better able to assess our own needs, there is a possibility that we will be able to move ahead and assist the State Police with their in-service training needs. **Status: This objective is on-going.**

Objective 4

Assess the department's overall technological needs and bring the department in line with similar programs, including: virtual learning environments, reviewing and upgrading software and department computers, developing a digital media library and criminal justice web site.

The Criminal Justice Department with the assistance of the Vice President for Academic Affairs and The AVP for Liberal Arts has been able to accomplish significant technological improvements; however there is still a very long way to go in this critical area. The success of our continued improvement is tied directly to the overall improvement of the technological infrastructure of the college. Some of the improvements are as follows:

- ✓ All criminal justice instructors have updated computers and monitors.
- ✓ The Department has three laptops and two mobile projectors that we are able to utilize for in class instructional purposes.
- ✓ We have completely revised our web page and web areas that are under construction will be fully operational by the fall.
- ✓ We have secured several cd-roms relative to Criminal Justice issues that are stored in the library and we will be working with the library to continue this process.
- ✓ We are currently exploring the possibility of arranging for virtual law enforcement field trips.
- ✓ Collaborated with the Consortium, the respective AVP's and the VP for Academic Affairs on the establishment of a Cyber Security Program.

Status: This objective is ongoing.

Goals and Future Plan Beyond Spring 2009

Technology

- We will continue to monitor our technology needs to insure that all our instructor equipment and classroom equipment are current and will provide our students with the most current technological training that is available in the Criminal Justice field. This plan is directly impacted by the overall improvement of the college infrastructure and is not merely a Criminal Justice program need; it is also a need that is shared by all disciplines. We need internet access for all classrooms as well as wireless capability. This will enable our instructors to save valuable class time that is currently spent on setting up portable laptop-projector equipment that must be wheeled into classes from various locations. It will also improve our student's information literacy as our instructors will have the capability to demonstrate how to conduct research utilizing the internet. They will also be able to introduce the students to diverse criminal justice web sites.
- We will need to continue to work with each of the AVP's, the Chair of Applied Technology and the Consortium in the development and monitoring of our Cyber Security Program.

- We will be developing at least one DL course per year and we will be targeting Police Organization and Administration, Criminal Law, Criminalistics and Critical Issues in Law Enforcement for either DL or hybrid courses.

Curriculum Change/Program Design

- Continued development of the Cyber Security Program.
- Development of new classes: Constitutional Issues In Criminal Justice, Ethical Issues In Criminal Justice and Terrorism and Society.
- Modify our AS degree in Criminal Justice to better reflect other Criminal Justice components such as Probation and Parole and Corrections.
- Assist the Consortium with their programs such as fire science etc.
- Develop a Forensic Psychology Program and explore the feasibility of a Forensic Science Program.
- Implement more diverse scheduling by experimenting with Friday and Saturday classes as well as AM and PM express courses, DL and Hybrid Courses.

Professional Development

- Develop a mentoring program for potential adjuncts.
- Have all full time instructors DL trained and have all full time instructors web enhance their classes.
- Continue and expand our memberships in the Criminal Justice Educators Association of New York (CJEANYS), Academy of Criminal Justice Sciences (ACJS), Northeast Academy of Criminal Justice Sciences (NEACJS).
- Secure funding for at least two instructor development sessions per year.

Collaboration and Partnerships

- Continue to work with the Consortium in the development of Cyber Security and the Fire Science Programs.
- Develop the Forensic Psychology Program and explore the Forensic Science Programs through our continued collaborations with the Psychology/Sociology and Biology Programs.
- Work with the local law enforcement agencies throughout Orange County in the development of programs that will benefit the law enforcement community.

Student Support

- We will develop a discipline collective student assessment process to discuss potential individual students who may be in danger of failing. Though this process currently takes place informally, we are attempting to give it a more formalized structure.
- Work with student services to identify tutoring services for these at risk students.

EDUCATION AY 2008-2009

Submitted by: Nancy Carlson, Department Chair

As the Education Department enters its fifth year we are encouraged by the steady progress and maturation of our programs and by a growing cohesiveness among our students. Being one of the largest departments in student enrollment, we simultaneously have one of the smallest number of instructors, but students have reaped the benefit of superior individualized attention because of that dynamic. The Education faculty shares so many students in various courses that we've been able to truly be knowledgeable monitors, mentors, and advisers to an ever-increasing number of our population. Our courses with more than one section have also been fine tuned to be as equivalent to each other as possible while still retaining the flavor and expression of the instructor. This has provided a carefully constructed foundation on which higher level courses can build. Following are some accomplishment highlights as they align with themes in the Academic Master Plan, and some goals for each section for the upcoming years.

Student Support -Accomplishments

- Initiated a department wide **Mid-semester course evaluation** in which students were anonymously asked to comment on the most and least effective course aspects, what both the instructor and the student might do to improve, and the quality of the text, supplemental materials and other assignments. Faculty then discussed these, looked for common elements, and if applicable adjusted course features accordingly.
- Held our first **full day Advising Open House** on April 3, 2009 during which there were at least two instructors available for advising and guidance.
- Piloted a **student-to-student "triage" system** for pre- advising during the Open House. Current select students were recruited to "pre-advise" and manage the large numbers we typically see. The pre-advising consisted of such things as clarifying the 17 different program choices, how to look for courses, how to set up a schedule, identifying course designations and prerequisites, and more. When those items were understood, the students would be passed on to a faculty adviser.
- Participated in the **Hands-on-Learning Exhibit** allowing student work to "shine".
- Continued sending the **semi-annual newsletter** to all department students.
- Represented the department at every college-wide **Open House, Reception, and Registration Event**. Follow up mailings were sent to prospective students.
- Added more volumes to the **Education Curriculum Resource Area** to total more than 1000 resources. These are vital support pieces for course assignments.
- Hosted the **4th Annual Holiday Breakfast** for Education Department students.

Student Support- Goals

1. Increase our connection with FTA, Future Teachers Association, through more intentional recruitment, outreach into the community, and guest speakers.
2. Create Education Department Scholarships.
3. Train willing adjunct faculty as advisers.
4. Schedule more frequent, shorter duration department Open House events.

Curriculum and Program Renewal - Accomplishments

- Continued plans for the PBIE approved **dedicated classroom in BT 251**. This will include a developmentally appropriate “clinic/early learning classroom” allowing students to apply theory to practice. Additionally the remaining area will provide college instruction space for many Education courses. Our SmartBoard and bank of computers with children’s educational software among other features will be housed here. This will also serve as an area for public events and student displays.
- **Redesigned several core Spring course assignments** in the AAS degree to reduce duplicative projects and better reflect higher level thinking skills. Specifically these were EDU 202 and 208 being taught by a new adjunct.
- Updated all **JRTEP sequences** to align with New Paltz, specifically in the Biology concentrations listing BIO 205, General Ecology as an alternative to BIO 202, Comparative Vertebrate Anatomy.
- Enlarged the successful public **“Drop In” option for EDU 107, Mandated Training**. We have now hosted 111 enrollees from the public sector the NYS certificates in Identification and Reporting of Child Abuse and Neglect and/or Intervention and Prevention of School Violence. Public comments have rated our trainings as far superior to those elsewhere.
- Presented **“Growing Up Green ---Earth Friendly Literature”**, a seminar introducing specific choices of children’s literature and their curricular application in early and elementary classrooms as part of the Global Initiative of Sustaining the Earth.
- Developed a **rubric for “Class Participation”** that will be available for voluntary usage by instructors to more objectively judge that area of a student’s grade.
- Conducted an **extensive search** with over 90 resumes to fill two lines, a FT tenure track instructor and a FT temporary instructor. Exceptional candidates were secured.
- Received data from SUNY New Paltz regarding JRTEP and other Education transfer students stating success in Pass Rates for LAST exams. For all of the years from 2003-2009, our **students had 100% pass rate!!!**

Curriculum /Program Renewal –Goals

1. Collaborate/ assist in all phases of planning for new Kindercollege in Middletown.
2. Contribute to plans for the Newburgh campus Lab School/Early Learning Center.
3. Set up and furnish the classroom “clinic/lab” environment in BT 251 to best support hands-on learning for students using displays, centers, and technology.

4. Design course assignments as applicable to make full use of the dedicated classroom.
5. Implement appropriate assignments/projects with a Sustaining the Earth focus.
6. Consider a Special Topics course with rotating themes such as Introduction to Special Education, American Sign Language or Baby Sign Language.
7. Identify and pursue new concentration areas for JRTEP sequences through a needs assessment or suggestions from in-house Chairs or New Paltz. Two to consider are Art Education and/or Physical Education.
8. Investigate adding EDU 107 to the remaining JRTEP sequences without it. This would necessitate another look at credit loads simultaneously with the vital need to offer the Mandated Training as part of our AA/AS JRTEP concentrations.
9. Identify key curricular areas existing in several courses and assign different courses to specialize and provide deeper study in such areas as multi-cultural education, special education, gender differences, etc.
10. Research the viability of a rotating three-year schedule for all EDU classes allowing every course to be offered at least once in the evening. Except for daytime observation/participation requirements, this gives opportunity for a student to do all EDU courses at night.
11. Identify courses best suited for Newburgh offerings.
12. Decide viability of collaborating with Pearson Publishers to create a supplemental text on appropriate classroom management/discipline techniques.

Professional Development – Accomplishments

- Elizabeth Tarvin continued as **co-adviser for FTA**.
- Elizabeth Tarvin attended **NYS Reading Association Conference**: Springboard to Literacy on March 29-30 2009.
- Jennifer Mirecki, adjunct, attended **training for certification** in Child Abuse Identification and Reporting and for Intervention and Prevention of School Violence in May 2009.
- Jennifer Mirecki was **trained in Angel** during Spring 2009.
- Katherine Sinsabaugh, adjunct, was **trained in Angel** during Spring 2009.
- Nancy Carlson, Chair, attended the Fall **ACCESS conference** in Albany.
(American Associate Degree in Early Childhood)
- Nancy Carlson Attended the **Fall NYSACTE conference** in Albany.
(NYS Association of Colleges with Teacher Education Programs)

Professional Development - Goals

1. Train all instructors and adjuncts in Angel.
2. Train all instructors in Microsoft office 2007.
3. Conduct refresher training for all instructors and adjuncts in Smart Board.
4. Direct each FT instructor, adjuncts on a volunteer basis, to create annual focused professional growth goals followed by a self-evaluation at year's end.

Collaboration / Partnerships – Accomplishments

- Finalized **articulation with Mt. St. Mary College** allowing several SUNY Orange EDU courses and their accompanying observation hours as equivalent to MSMC.
- Finalized **articulation with College of St. Rose**. Originally intended use for the AAS degree, this articulation will now include some JRTEP and AA courses also.
- Continued **TETT (Teacher Education Transfer Template) endeavors** with other SUNY colleges intended to create seamless transfers within the SUNY system.
- Hosted Spring meeting of the **Education Department Advisory Board**.
- Hosted 30+ OUBOCES Educational Services Academy students and instructors at **Annual Tech Prep Day**. These students are potential recruits for enrollees.
- Elizabeth Tarvin continued as a member of the **Amy Bull Crist Reading Council** and presented the “Growing Up Green” workshop for that group.
- Nancy Carlson continued **membership** with:
 - JRTEP Advisory Board at New Paltz
 - Middletown Teacher Center Policy Board
 - School Readiness Team of county-wide Healthy Orange
 - OUBOCES Early Childhood Services Academy Board
- Nancy Carlson was involved with **“Stepping Stones For School Success”** a training program developed at Penn State and adapted by Cornell University. Through local presentations at Minisink, Pine Bush, and Port Jervis, early educators, child care providers, and parents were trained in all developmental aspects of early learning.
- Jennifer Mirecki developed the **“Literacy Bag Project”** in connection with the Week of the Young Child national celebration. Students created bags with children’s literature and follow-up activities which were distributed to a local agency.

Collaboration/ Partnerships- Goals

1. Update all articulations with High Schools and local agencies.
2. Identify schools/districts for possible professional partnership regarding field placement sites. The Education department might offer free mini-courses, workshops, or substitute training/resource list in exchange for guaranteed classroom teachers in public schools with DAP standards and quality environments and practice.
3. Expand Advisory Board with representation from more schools, especially in geographic and grade levels now underrepresented.
4. Request opportunities to speak at scheduled meetings of Asst. Superintendent for Curriculum to share college information and increase collaborative efforts.
5. Increase participation through intentional use of observation decks in both sites of Kindercollege, providing college students opportunity for campus observations.
6. Investigate collaborative efforts in Newburgh through a Community Clinic partnership with the OTA Department.
7. Continue existing successful articulations.
8. Complete articulation/possible concurrent enrollment with Mercy College.

Technology – Accomplishments

- EDU 107- Mandated Training - had **all sections as Web Optional**.
- EDU 207 – Social Philosophical Foundations of Education in America was Web **Optional with a required Angel Component**.
- Added a **Digital Camera and Color Printer** for student and department use.
- Added new components to **Department Web Page** allowing students to download varied assignments, forms, project templates.

Technology- Goals

1. Develop a systematic increase of EDU courses with DL aspects. FT instructors will create all web-enhanced courses, and design at least one hybrid course.
2. Include Smart Board assignments in every EDU course syllabi allowing all students to have successful experience with this technology before graduation.
3. Train all instructors and adjuncts in necessary technology skills.
4. Create an online Field Placement and support program, possibly through new software or designed on site.
5. Furnish BT 251, Education Department dedicated classroom, with Power Point projector, screen, Smart board, and computer bank.

ENGLISH AY 2008-2009

Submitted by: Alex Jakubowski, Department Chair

Summary:

This past year the department underwent a number of changes. First of all, a new department chair was put in place as Mary Warrener took on the task of AVP for Liberal Arts. In addition, there were a number of instructors, ten in all, evaluated for retention, tenure or promotion. The department also continued its pursuit of the WRT 040 exit exam and added a Developmental Mentor. There was also developed a new Learning Communities configuration to be implemented in the fall. The department also continued its pursuit of collaboration with other departments via paired courses and the Writing Consultancy. In addition, a search is currently going on for two tenure track instructors as well as two full time temporary instructors. Overall, the department has continued to work on various initiatives and strategies to help develop effective teaching strategies and ways to aid our students and enhance the college.

STUDENTS

The Department continued to pursue strategies to help enhance student learning. From continuing the Learning Communities program to sharing teaching strategies, the faculty have made continued strides in doing more to help students succeed.

A new Learning Communities configuration was developed to be implemented in the Fall 2009 semester. It will now pair the WRT 040 and RDG 070 students along with other courses. This will now give students who place into these two courses a chance to complete both the developmental writing and reading requirements in one semester. There will be a learning community in both Middletown and Newburgh.

Enhanced English 101 sections with support modules continued to be offered and have become a standard offering for students who qualify. In addition, the department discussed and clarified the minimum number of essays requirement for all ENG 101 courses. This will aid full time and part time faculty as well as new faculty in being even more consistent with requirements.

The department also formed a committee, led by Linda Stoms, to examine the department's standard choice of ENG 101 textbook. *The Longman Reader* was unanimously voted as the next book for Fall 2009.

The Department also continued discussions on teaching strategies and grading criteria in order to keep the department consistent and to improve teaching. These types of discussions and collaborations are important in order to keep faculty fresh and creative in the classroom and to create a stronger sense of collegiality.

There was an increase in usage of the Writing Centers and Reading Labs. This was due in part to the increase in enrollment. The labs continue to provide one-on-one tutoring which is important to the success for developmental students.

TEACHING AND LEARNING

Department New Faculty Orientation

There was only one new faculty member added to the department this year, Valerie Lewis, who was helped during the year by a mentor and other department faculty. In addition, the second and third year faculty were also aided by mentors and others in developing their classes and working through any questions they might have had. This mentoring of new faculty will continue next year since it helps provide essential guidance for new faculty into department standards and college policies.

Evaluations

Over the course of the year, department faculty teams evaluated seven tenure-track and one full-time temporary instructors. This spring, two third-year instructors, Melissa Browne and Stephen Meagher, were strongly recommended for tenure and two Associate Professors, Mary Warrener and Diane Bliss, were strongly recommended for promotion to Full Professor. In May all the above recommendations were approved by the PRT committee.

Searches

In the spring, one search committee has put in many hours reviewing and rating resumes, selecting candidates, and conducting interviews. Ultimately recommendations will be made for four positions: two tenure track positions and two one-year, full-time temporary positions. One of the tenure track positions is part of the hiring initiative for full-time faculty to be placed at the Newburgh campus. One of the temporary positions is to fill Meredith Sloan's position since she has been granted a one-year maternity leave. Therefore, that position will also require the candidate to teach some of our Reading and Study Skills classes. The search is currently on-going and should be completed before the end of June.

Developmental Reading and Writing

The department continued its work on developing an exit exam for Basic Writing Skills II. This past spring, led by Melissa Browne, a committee was formed and another pilot exam was given. These results will be compared with last year's exam. Based on these results and other factors, the department will come to a decision next year regarding the possibility of implementing this exam for the entire department. This exam may fit in with the Developmental Oversight Team's plans for creating an intervention component for borderline developmental students. This may be an option to help borderline students fulfill the objectives of the course without having to re-take the whole course.

This year also saw the introduction of the Developmental Mentor, Patricia Sculley. Pat has taken on the task of aiding new adjuncts slated to teach our developmental reading and writing courses. As part of her duties, Pat has also overseen the Reading Labs in both

Middletown and Newburgh. She is also one of the main faculty working in the Newburgh Writing Lab. Pat has helped to streamline some of the Reading lab's rules and requirements and has worked closely with the lab aides. The role of the Developmental Mentor this year has been one of transition and adjustment, and Pat has done an outstanding job. Now that the mentor position has been granted a course abatement for next year, the position should develop even more.

Also, the Reading and Study Skills teachers chose a new RDG 080 text entitled *Study & Critical Skills in College*.

New Courses:

We will continue to offer both accelerated and distance learning courses, including:

- **Accelerated:** Contemporary Novel and Contemporary Short Story (Fall 2009)
- **Distance Learning:** Freshman English 2 and Religious Concepts (Fall 2009). This will be the first time Religious Concepts will be offered as a distance learning course.

Adjuncts

There has been a steady increase of adjuncts in the department with close to 70 teaching courses in the fall and nearly 50 in the spring. This increase may be eased a little with the hiring of new faculty from the latest search, but this has become a nearly overwhelming task to schedule, mentor, train, and oversee so many part-time instructors. Many thanks go to Linda Stoms, the Assistant to the Chair and Coordinator of Adjuncts, for all the work and time she has put into this task. Her help has been invaluable this year.

Elective Offerings

This year the department continued to maintain the increase in Philosophy and Ethics courses. Since Ethics is a requirement for the Human Services degree, and that degree program is increasing, there may be a continuing need for more Ethics sections in the future. We also once again offered Freshman English for the Honors Program.

Writing Consultancy

In addition to the seven different Tech Writing Modules the department offered this year, our Writing Consultancy Project Coordinator, Anne Sandor, also organized and helped present workshops to enhance instructors' classroom lessons, focusing on developing research techniques, evaluating sources, working on research projects, writing with sources, and writing resumes. Anne met with both the Social Sciences and Global Studies Departments to introduce or acquaint faculty with what the Writing Consultancy can offer. The English Department and other departments did utilize the lab for various orientations. Courses and departments involved included: Reading and Study Skills 1 and 2, Basic Writing Skills 2, Freshman English 1 and 2, OTA, and Architecture.

The Writing Consultancy remains an important part of the department and the campus with its continuing goals for increasing writing across the disciplines and aiding faculty and departments with their writing questions and concerns. Anne Sandor, who has completed her

first year as the coordinator, will continue to reach out to other departments and faculty to pursue and enhance the consultancy's mission.

COLLABORATION AND PARTNERSHIPS

CCHS

The department continues to offer Freshman English 1 and 2 to qualified seniors in many county high schools. Last fall, in conjunction with Mary Ford and Rosana Reyes, the department participated in a CCHS faculty workshop. Four of the English CCHS faculty attended and met with the department's CCHS mentors and myself to discuss expectations and curriculum and answer any questions. This past spring the CCHS mentors visited four of the CCHS faculty's classrooms and wrote up observations reports. They are keeping in touch with the faculty so as to be available to answer any questions or concerns they might have.

College Preparation Transitional Program

Minisink High School contacted the college in May about continuing our collaboration regarding developing strategies to help their students become better prepared for college-level English courses. To that end, we have given Minisink two writing placement topics for their 11th grade students to write on. After these essays have been assessed, the Minisink faculty will meet with members of the English Department to discuss strategies for developing curriculum for these students. This collaboration appear promising and the English Department looks forward to working with the Minisink faculty and administrators.

Humanities and Paired Courses

The department, working with Global Studies, successfully paired an English 101 class with an American History class in the Fall 2008 semester. Although a similar pairing of our World Literature class with a European History class did not work out for the spring (a technical error with registration), we look forward to more collaborations in the future.

PROFESSIONAL DEVELOPMENT

In addition to the continuing orientation/support sessions conducted by the CTL, new faculty members also worked closely with department mentors throughout the academic year. The special assistant to the chair also provided new faculty with training in assessing placement essays. The department also, with the help of Diane Bliss and Valerie Lewis, added a discussion board to Angel for English Department faculty to share ideas and topics to help with research paper assignments and other issues related to English 101 and other courses. If it is helpful, the department will expand on its use in the future. Department members also attended conferences, workshops and other activities related to teaching and specific areas of interested related to English and writing.

In the fall the department helped to sponsor a visit by the poet Frances Richey. The department also contributed to Joan Siegel's visit to campus to read from her latest book of poetry. This spring the department was also pleased to host award-winning author James Morrow, who both taught a class in Science Fiction and gave a reading later the same day.

TECHNOLOGY

On-line Placement Essay Reading

The on-line assessment of student placement essays continued over the past year. The turnover for scoring the essays has increased and the department has, overall, adjusted to the use of the on-line environment for assessment. There have been some adjustments along the way with assigning of readers and the occasional technical trouble with uploading information, but for the most part the transition has been successful. This past May an updated version of Accuplacer was adopted and, again, after some technical adjustments, the transition has been successful. Special thanks are due to Diane Bliss, Special Assistant to the Chair, for her hard work in keeping people up-to-date and helping to mentor faculty as needed. Also, thanks to Christopher Slichta for taking over Diane's duties last summer when she was out sick and to Sandy Graff for stepping up this summer to help oversee the assessment when Diane is unavailable. And again, a very big thank you to Aleta LaBarbera for her patience and help for both the department and its new chair.

Smart Classrooms

The smart classrooms in Harriman Hall (HA 101, 103, 105 and 107) are all functioning and have been used by the department faculty. After a demonstration of the smart classroom technology during a department meeting, interest increased. The technology will continue to be used and the demand for use of the rooms by department faculty has also increased. There is hope that the same technology will soon be installed in BT 264, 270, 362, and 364.

Web-enhancing

Web-enhancing, both optional and required, has increased in the department with more and more faculty taking advantage of this technology.

2009-2010 Review and Discussion

The department will review the following in the coming year:

- Basic Writing Skills 2 exit exam pilot;
- Interventions and workshops as success and retention strategies for developmental students;
- Continuing its across-the-curriculum efforts through the learning communities, paired courses, the Writing Consultancy, and other outreach efforts;
- Annual General Education Assessment of Humanities and Freshman English I

Since this was my first year as Department Chair, there were a number of bumps along the way as I made the adjustment and better learned my role and duties. Many thanks are due to the entire department for its patience and support. Many of them stepped up and helped out, without complaint, whenever it was needed. It would have been an even more stressful year without their help, professionalism and friendship. A very big and special thanks to Mary Warrenner whose support, guidance, and patience were much needed and much appreciated in helping me to make the adjustment to Department Chair and in helping to guide the department with her knowledge and experience.

**Academic Master Plan
2010-2015
Department of English**

As the largest department of campus, the efforts of the Department of English are integrated within all academic areas. Through courses in Freshman English, Literature, Creative Writing, Philosophy, Religion and Ethics, the department serves in support of all degree programs including the AA Liberal Arts Degree. Additionally, department course offerings support the General Education program in the areas of Communication: Written, the Humanities, and the Arts. The Department of English also supports and oversees a major portion of the college's developmental education program, including Developmental Writing and Reading courses, the Developmental Writing Centers and the Developmental Reading Labs. The department sponsors the award winning Writing Consultancy Project and Technical Writing Lab, while also creating curricula and working collaboratively in the development of the English-as-a-Second Language Program. In addition, the department oversees the training and evaluation of faculty teaching courses in English through the Community College in the High School program.

As a result of the wide range of responsibilities outlined above, planning issues within the department consistently center on the need for additional full time faculty members, effectively training and evaluating a large number of adjuncts, collaboration with other departments, professional and curriculum development, technological resources, and adequate administrative oversight.

Objectives

- Expand and enhance the technological base of the department, including:
 - Supporting faculty with individual computers
 - Designating specific classrooms as Smart classrooms, including BT 264, 270, 362 and 364
 - Converting BT 264 into a computer writing classroom including 25 plus networked computer stations along with the smartroom technology
 - Infusing appropriate technology and software into courses, Writing Centers, and Reading Labs.
 - Relocate Middletown Reading Lab to a distinct, larger area or enlarge current space to accommodate increase in number of students.
 - Continue upgrading Technical Writing Lab as needed.

- Collaboratively work to develop:
 - Curricula, materials, facilities and funding for expanded ESL program in both writing and reading; develop/serve on curriculum advisory board for formal ESL Institute.
 - Continue to expand and develop “paired courses” with other departments and other learning modes such as the learning communities, team teaching and summer institute
 - Block scheduling for developmental course. Explore feasibility of Fall/Spring Developmental Institute.
 - Cross-discipline activities to improve students’ key college reading, writing, critical thinking and computer literacy skills for workplace areas and continuing education.
 - Cultural programming that directly relates to academic programs.
- Continue to support academic programs through the appropriate number of full-time faculty (as determined by sustained enrollment and demographic changes) in each discipline, and by offering the appropriate number of course offerings, sections and service labs. Specifically, with regard to course offerings and curricula:
 - Continue to field test department final for WRT 040 and determine whether or not to implement it. Also develop field test for department final in ENG 101.
 - Evaluate outcomes in English CCHS courses.
 - Investigate broadening criteria for placement into ENG 101 w/support module. Expand number of sections of ENG 101 w/support modules as necessary.
 - Insure quality of, and access to, Gen Ed courses. Complete Gen Ed assessments and evaluate and implement feasible changes.
 - Continue to plan for Writing Consultancy Project and other English Department needs in Newburgh.
 - Continue to offer course for broad range of knowledge in artistic, cultural and diversity areas.
 - Formalize a process for recommending cultural affairs programming – authors, speakers, workshops, etc. -- sponsored by the department.

- Increase opportunities for seamless transfer for AA liberal arts students and track success after transfer.
- Expand and improve professional workplace documentation skills of students and graduates via the Writing Consultancy Project.
- Continue to effectively administer the department and insure opportunity for professional development and training by:
 - Continuing position of Special Assistant to the Chair to aid in department projects as well as encouraging faculty development in leadership roles.
 - Developing CCHS faculty training program through workshops and developing Angel as a platform for broader training initiatives.
 - Maintaining and supporting excellence in teaching/learning via appropriate staffing and training. Continue to seek grants in support of these and other department activities, while enhancing professional development funding and training.
 - Assessing the need for additional 200-level English courses and Philosophy/Religion.
 - Reassessing current Writing Center and Reading Lab staffing for potential expansion of service hours and loading/salary. Enhance coordination of instruction and support for developmental reading offerings to increase retention.

GLOBAL STUDIES AY 2008-2009

Submitted by: Paul Basinski, Department Chair

Introduction

Global Studies continues to flourish in its second year of existence. **Comprised of ten full time faculty and twenty adjuncts**, the department provides excellence in teaching to students in our degree program of International Studies, and in A.A. areas of concentration with heavy enrollment: specifically, history, political science and anthropology. The **department continues to grow** both in terms of the number of new faculty—Dr. Michael Strmiska joined us this year; in terms of number of adjunct faculty, Luhrs, Adin, Sager, Freely and Marino taught for us—and in terms of number of courses taught. As of this fall, we plan to **offer over 100 courses**, up nearly twenty from our founding year. Our medium size department will see nearly one half of all students on campus in at least one of our courses. Most critically, I have been able to observe our new faculty in the classroom, as well as a number of adjuncts on site and for CCHS, and believe that the quality of instruction we provide is superb, and that the students who take our courses have their educational needs met and frequently surpassed.

Technology

The department has made **progress in terms of its use of instructional technology**. The Gilman Center classroom has become the hub of our technological ventures. With its state of the art computing, Smartboard, large projection screen and wireless access, the **facility is an advantage to faculty and students**. I have been careful to give all faculty who prefer it, an opportunity to teach in the Gilman. My Political Parties course on the presidential election was greatly enhanced by the access to technology in the facility. Professor Weber's Civil War course-- which heavily relies on her digital slide collection and PowerPoint-- used the room to advantage as well. McCoy and Elaine Torda also taught their Paired courses in the Gilman room and were able to benefit from it technologically. Dr. Strmiska has proven a staunch advocate of technology in the Hudson classrooms we use. He was instrumental in gaining access to extra LCD projectors, and with the installation of in ceiling projectors in Hudson, that facility is finally getting up to speed tech wise.

Most of our faculty teaches at least with **web enhanced optional format, specifically, Harris, Farah, Strmiska, Weber, and McCoy**. I will use WEBO for the first time in my Comparative Governments class in the fall. We are also **beginning to deliver more DL courses**, both from full time faculty like Weber, Harris and Farah, and from adjuncts as well. Our goal is to eventually have all department courses be web assisted, and we are quickly moving in that direction.

On the down side, we still need new PCs for McCoy and Cowan. Their old units are unreliable and antiquated. I believe all full time faculty should have college laptops that they can do college business on from any remote site. The department is **also hoping to pilot an**

electronic books project involving both new hardware and software, in conjunction with the bookstore and other academic areas. If the time for hard copy texts is eclipsed, then the sooner we take advantage of current trends, the better.

Teaching and Learning

Global Studies continues to be at the forefront in teaching and learning. We have recently streamlined our International Studies degree to further internationalize our curriculum within the department and on campus in general. We see it as **critical that our graduates are fully prepared to deal with a complex global economy** upon leaving SUNY Orange. Thanks to our new faculty members in particular, our department reflects the most up to date understanding of the social sciences and their application to contemporary American culture. I am convinced that through on-going professional development, our faculty remain at the cutting edge in their respective fields.

Additionally, Heidi Weber also team-taught the Honors seminar on “The Sixties”, and the Honors seminar on World History Since 1500. McCoy taught two Honors seminars on “Inhuman Bondage.” Weber prepared a Paired course on Modern Europe which will be taught next year. Basinski taught a special topics course on Political Parties. The department and Curriculum committee also approved special topics courses from Cowan on Migration and Displacement. Our department also approved Special topics courses on the Viking world from Strmiska, and the Atlantic World from McCoy, which we will send to Curriculum committee in the fall. Department faculty also participated in a number of Global Initiative: Sustainability lectures, as well as delivered talks on campus for students, staff and faculty.

Collaboration and Partnerships

The Global Studies department continues to be strong in this area. We work in **conjunction with both the Gilman Center for International Education and the Global Initiative**, among other endeavors. Through the Gilman Center, Dr. Michael Strmiska delivered a lecture on “Modern European Paganism” that was well attended. We also continue to work with the Congressman to **raise funds for the Gilman Center’s archiving projects, to update displays in the center, and engage in fundraising activities that will enhance the quality and reputation of this venue.** The Gilman Center also played host to Kathi Wright’s award from the South Korean government for her service in that nation, and to a delegation of Chinese educators interested in an academic partnership with SUNY Orange. **The department also partnered heavily with the Global Initiative** and members of Global Studies provided support by donating their time, through giving presentations like Professor Weber’s on Sustainability and Warfare, through helping us to implement the Earth Day festivities, and many other projects. As sustainability becomes a key theme of the college, it’s important that the department work with Global Initiative in bringing these changes to campus. All members of the department were instrumental at some point in achieving the GI objectives, and will, no doubt, continue to be so in the fall term.

Our other **key partnership was with the Center for Teaching and Learning.** We were pleased to see Heidi Weber become the new director of the Center. As such, Heidi has been

instrumental in working with the Global Studies department on a number of projects tied to the CTL. Given the importance of the center to the professional development of faculty on campus, the department is pleased to play a role with this partnership.

Global Studies also works with Dorothy Szeft and Cultural Affairs, and is pleased to give **assistance and support to Lyceum**. A number of Lyceum events this year were tied into Global Initiative and the sustainability theme, allowing us to share resources and time to create this valuable programming.

The department is also a member **of the Midwest Institute for International Education**. Working with its director, Theo Sysprus, one of our members nearly gained a Fulbright for summer study in India, falling short only when funding was not forthcoming. The Institute also provides the department a number of publications and other resources that aid in our mission.

Students

Global Studies remains highly students centered. Thanks to the unique range of courses we teach, we see a number of students through our program. Global Studies critically impacts on the success of students in the A.A. in Liberal Arts, Criminal Justice, Education and Honors in particular. Our students are well served through the broad range of coverage in the social sciences we provide. And students in the department also excel in other ways. **Tom Quinn's anthropology paper, stewarded by Dr. Cory Harris**, was accepted for presentation at the Beacon Conference in Virginia.

Most fundamentally, I must relate anecdotally, the satisfaction of our students in their instructors. Chairs hear both the good and the bad about faculty. I can honestly say I have few if any negative reports. Conversely, many of our students visit me informally to offer commendations on a particular faculty or course. While these observations often fall outside the realm of our normal evaluative processes, I believe it's important to note that **our students are pleased with the level of instruction they receive from our full and part time staff, whether it is in the classroom or on the field trips we have taken them on**, or simply during office hours. In fact, in the last year students have been on field trips to the Obama inauguration in Washington, DC; to the FDR presidential museum and birthplace; to the United Nations; to the battlefield at Gettysburg—even to hikes in areas of scenic and natural importance in the Hudson Valley. The department has also recently done **student-centered trips to Greece, Egypt and Turkey**, and is planning a trip to England for next year. All of these travel abroad experiences are credit bearing.

Global Studies also provides extracurricular opportunities for students through our student clubs. **Heidi Weber is faculty advisor for the Civil War club on campus; Basinski advises both Young Democrats and Student Political Awareness Club (SPAC); and Strmiska is in the process of helping students found an Asian Studies club** in his primary area of emphasis. The department believes that learning should not end in the classroom, but rather is an ongoing process facilitated by clubs, field trips and other activities. Along with clubs our students were also taken this past year for our first **study abroad program to**

Urbino, Italy. Edgar Gutierrez organized the month trip to Europe and half dozen students participated in the unique experience. The credits transferred back to SUNY Orange. Demos Kontos and Heidi Weber also took a group of students to Turkey and Greece. Over 35 people participated in the field studies experience exploring Istanbul, Troy, Ephesus and the Greek islands. Cory Harris is providing anthropology students with field experience in the Hudson Valley. Our department is committed to giving students an experience in the field and allowing them to see and travel—and be transformed by—the world!

Professional Development

Basinski continued as chair of the department of Global Studies. This has helped me to gain administrative experience in higher education, and given me an appreciation of the rewards and difficulties inherent in administration. **Cory Harris became my assistant and provided superb support for me on everything from scheduling helping with the day to day running of the department.** Heidi Weber became director of the Center for Teaching and Learning and by all accounts is doing a superb job there. Michael Strimiska attended professional conferences in Madison, Wisconsin and also did field work over spring break in Scandinavia. **Mike McCoy had two history papers published in professional journal in his field of Atlantic Studies.** Jean Cowan attended a professional conference in Colombia, and designed a new course on Migration and Displacement. **Heidi Weber and Mike McCoy helped develop and administer the SUNY General Education exams in U.S. History,** and also provided valuable data as well. Cory Harris secured a grant from CTL to purchase equipment to do an archaeological “dig” in Putnam County, giving students’ field experience, and proposed a one credit course to that effect.

The Future-Academic Master Plan (AMP) and Global Studies

Global Studies did not exist as a department when the previous incarnation of the AMP was created. Though a cursory look at the Social Sciences agenda of the 2005-2010 plans reflects the **growing importance of international education to the college and community.** Much has been accomplished in this period. The International Studies program underwent SUNY assessment from an outside panel of experts and based on this came up with the following statement:

“The Associate of Arts degree in International Studies provides students with an academic and life-enriching general education. It also prepares students for transfer and continued academic study leading to a Bachelor of Arts degree in international studies.

International Studies Program Goals

Students will:

1. develop a foundation of essential knowledge about the cultural, social and natural worlds, and individual well-being.

2. understand both the commonalities of diversity and human experiences, values and opinions.
3. understand the forms of artistic expressions and their inherent creative processes.
4. think critically, applying systematic reasoning, information management and quantitative skills.
5. communicate effectively in English and develop a basis for continued progress in acquiring skills in a language other than English.
6. be prepared to transfer to, and for success at, upper-level institutions offering programs in International Studies.

This program is designed to prepare freshman/sophomore-level students for further education in International Studies at the upper-division college level leading to a Bachelor of Arts degree. Graduates of this program may use it to advance their careers in international law, research and teaching within the social sciences, international business and economics in the humanities.”

Based on the SUNY review process and recommendation of then Vice President for Academic Affairs Catherine Chew, it **was decided that the International Studies program curriculum be extensively revised**. The three track option was eliminated to streamline the degree, and the courses were changed to reflect more global and international themes. The current program is clearly more congruent with four year colleges, and more likely to facilitate transfer, and also more reflective of current trends in the field. Additionally, Global Studies department used a retreat session to fashion an academic mission statement for our area. To wit:

The mission of the Department of Global Studies is to provide students with a cutting-edge education that enables them to understand and operate in a “global environment.” In conjunction with its International Studies Program (ISP), the department’s multidisciplinary faculty seeks to develop the knowledge and skills students require for a career in an ever-globalizing world. Merging Anthropology Economics, History, Modern Languages and Political Science, introduces students to the complex web of international relations forged between sovereign nations, while also paying close attention to supra-national trends such as the globalization of culture, the formation of Non-Governmental Organizations, Multinational Corporations, the migrations of people and labor, and the growth and development of political, social, and religious movements. Clearly it is the goal of Global Studies to help produce well-rounded, highly educated citizens mindful of and responsive to the global issues, trends, and relationships that will shape human societies in the 21st Century. Additionally, and through the ISP, the department seeks to build the critical skills in reading, writing, and language that will prepare students for study beyond the two-year level. Such a course of study can pave the way for a B.A. or Graduate Degree in Anthropology, Law, Business, History, Economics, Linguistics, or open the door to employment in International Relations, Humanitarian Organizations, Teaching, Consulting,

Intelligence-gathering, Foreign Policy, or the range of public and private sector jobs that develop as the institutional and territorial divisions between peoples and nations shrink.

With the above in mind, **we suggest the following for the Academic Master Plan:**

- Internationalization of the college curriculum**, with a greater focus on courses that reflect current trends in globalization, especially with reference to liberal arts areas.
- International exchange for students and faculty** that will allow them to take advantage of study and teaching abroad opportunities. Also, potential partnerships with colleges overseas to allow direct exchanges.
- Certificate program in Public Administration**, providing students in the department a greater range of immediate job opportunities upon graduation.
- Further development of the Gilman Center for International Education** by expansion of the physical space, archiving of the former Congressman's records, and possibly a position of director to run the Center.
- Further clarification of the distinction between global studies and international studies** to create linkages when appropriate, and make academic distinctions when necessary.

HONORS PROGRAM AY 2008-2009

Submitted by: Elaine Torda, Coordinator

The goals for this academic year were to work on recruiting (increasing numbers), program development and visibility. A large number of gains were made overall; some are still in process.

Numbers: Our recruiting goal was 40 for the fall; we gained 36 students. This meant we began the semester with thirty-six freshmen and eleven sophomores. In December, we added two students, two transferred and four were dismissed. Approximately fifteen others are taking classes.

Graduates: This was problematic: only one met all of the program requirements. Two others graduated and three others are transferring prior to graduating. Six total capstones were presented.

Students:

- Organized and held Honors Program Orientation; largest ever: 35+ students (21 Aug)
- Awarded first ever James Ottaway Jr. Honors Program Scholarships: Katie Miller and Judith Kaufman. When J. Kaufman transferred, it was given to Angela Troyer.
- Students attended annual low level ROPES course at Camp Deer Run; worked on team building and leadership skills: very popular and useful project. (26 Apr)
- Six students completed the Capstone Project (2 more than previous years): Andrew Green (M. VanBenschoten); Matthew O'Connell (E. Torda); Kim Illobre (J. Zurovchak); Oliver Noll (M. McCoy); Gilbert Sotomayor (H. Weber); Tim Welch (J. Wolbeck). Three others began but did not complete: H. Pouch, M. Litts, R. Scherma.
- Began developing the Honors Student Committee
- T. Welch's capstone was part of a research effort on SUNY Orange's part to determine whether Newburgh might be able to use wind for power generation.
- Students' community service included helping within departments, Habitat for Humanity, American Cancer society, Veteran's Affairs, various high schools and teams, etc.
- Students held a Christmas party/secret Santa
- Organized annual Breakfast with the president to wrap up the year and recognize graduates
- Students thus far are transferring to: Marist (A. Green), Ulster (M. Litts for pre-vet tech), and Hunter (G. Sotomayor).
- Advised 48+ students

Teaching / Learning (Curriculum & Program Design):

- Most courses scheduled ran:

- Fall: ENG 101H (two sections), COM 101H, PSY 101H, HIS 101H (two sections); HON 120H (two sections), HON 201H (two sections). ENG 225 was converted to a regular section with several Honors students participating.
- Spring: ENG 102H (two sections), ANT 103H, MUS 107H, PES 100H, HIS 122H, HON 201H—2 sections, HON 289H. PSY 101H was turned into four contracts.
- Several new courses were offered as Honors sections this year: ANT 103H--*Honors: Archeology and Pre-History*; HON 201H--*Honors Seminar: 1968 (revised by R. Heppner and team taught by R. Heppner and H. Weber) and Honors Seminar: Slavery on the Eastern Seaboard* (developed and taught by M. McCoy).
- Instituted two-credit, two semester capstone. Nine students began; six finished.
- Held master class (ENG 222) with political satirist Larry Beinhart. (16 Sep)
- Set up five Honors contracts for PSY 101H; worked with P. Guallini (Fall 2007) and J. Pernice (Spring 2008) on projects, assignments, etc.
- Met with M. McCoy to discuss new seminar implemented in spring semester

Professional Development:

- Coordinator Attended NCHC Conference (22-26 Oct)
 - Gave one presentation: “Service Learning: Experiences and Opportunities for Two-Year College Students”
 - Re-elected chair of Two-Year College Committee; then chaired the fall committee meeting
 - Had two presentation topics accepted for Fall 2009 conference
- Met with faculty new to Honors Program over summer (for fall 2009)
- Helped more experienced faculty re-work their Honors classes and discuss teaching, best practices, etc.
- Developed new faculty training material though did not implement
- Gave a presentation at Capital Community College on creating an Honors Program at a two-year college

Collaboration / Partnerships:

- Arts and Communication:
 - With L. Fedrizzi-Williams
 - HON 201H sections (2) created radio shows for major project
 - HON 289H (capstone) presentations (6) were videotaped
 - With L. Fedrizzi-Williams and M. Schaefer to improve and evaluate Capstone Project presentations
- Criminal Justice
 - With R. Cacciatore on recruiting: Robert led a great discussion at the 12 October Honors Information Night
- Institutional Advancement / Marketing
 - With D. Bress
 - Created new photo gallery for use
 - Handled all publications and invitations for Honors events
 - With M. Albright to create various publicity pieces for the program
- Capital Campaign / Russell Hammond

- Several Honors students served as student hosts for the kick off Gala event (17 Oct)
- Gained the Edward Morrison Memorial Scholarship (\$2000) for one sophomore per year for five years to begin fall 2009.
- Admissions:
 - With G. Brusati and M. Roe: they are paying for someone overseen by me to recruit Honors students
 - With M. Roe to hold spring Honors Information session (approximately 100 people in attendance) (12 Nov 2008)
- With Library
 - Held a very well-received Library visit detailing upper level research options (3 Oct)
 - Held Capstone rehearsals and final presentations in classroom space.
 - M. Van Benschoten mentored a capstone project
- Educational Partnerships
 - New Visions: With Allison Miller, team leader, ran one in-services for students and faculty
- Financial Aid
 - With J. Ivankovic and J. Cunningham to implement Edward Morrison Honors Program Scholarship
 - With J. Ivankovic to oversee payouts of James Ottaway Jr. Honors Program Scholarships
 - With J. Cunningham to acquire new names for recruiting and new possibilities for J. Ottaway Scholarships (from Presidential Scholarship applicants)
- Global Studies
 - With H. Weber, helped with trip to Gettysburg: mostly Honors students
 - Did Honors teaching PRT evaluations for H. Weber and M. McCoy

Technology:

- Added a new television and dvd/vcr player to the classroom.
- Lost a computer in the students computer lab; will be examined in summer
- Still need a new laptop for the SMART cart in the classroom.
- Moved the oldest laptop to 520 employee's desk for usage.

Miscellaneous:

- Via efforts of the Capital Campaign, acquired \$10,000 donation to establish one \$2000 Edward Morrison Honors Program Scholarship (for five years) for a sophomore.
- Worked with the Honors Advisory Board and Financial Aid to develop said scholarships.
- Changed 520 employee to graduate of program. She will also work on recruiting for Admissions; overseen by me.
- Chaired seven meetings of the Honors Advisory Board; the Board did a great deal of work including helping in creating scholarship criteria; assessing candidates for such; reviewing possible science courses; brainstorming ideas for recruiting, fundraising

- and visibility; assessing program against NCHC's "Basic Characteristics" list; planning.
- Held fall fundraiser (sold Krispy Kreme donuts)
- Began work on a new Murder Mystery for fall

Recruiting:

- Recruited 36 new students for fall (2007); gained two more for spring
- Acquired hoodies for students to wear on campus for visibility and recruiting
- Attended
 - High school counselors' meeting
 - Fall Open Houses
 - All Accepted Students evenings
 - Honors Information Night
 - Saturday Open house
 - Spring Open House
- Created and held Honors Information Night for recruiting (new format, handouts, etc). Admissions did publicity and invites. Approximately 100 people (students and parents) attended (12 Nov)
- Admitted Students' Day presentation (6 students) (4 Apr)
- Vetted student nominees from faculty to recruit new students. Letters in fall
- Gave one presentation to New Visions faculty and students
- Sent scholarship and program information to schools in Pennsylvania and Sullivan counties
- Gained three to four students from Eldred (Sullivan)
- Set up a table at Student Life Day to increase visibility and recruit (10 Sep)

Honors Program – Academic Master Plan

The Orange County Community College Honors Program offers exceptional students increased opportunities for personal growth in the areas of interdisciplinary academic inquiry, cultural awareness, community responsibility, and transformational leadership. The program is integral to the college's mission to serve all members of the community.

Some challenges faced by the Honors Program include: difficulty in moving beyond traditional academic offerings (classes) for reasons which include budgetary constraints; lack of recognition of the program's merit within and especially outside the college community; already strained resources (especially faculty) of contributing departments; increased numbers of under-prepared students entering college; inadequate facilities, including technology; difficulty gaining access to information and names for recruiting and retention (internally and externally). The following objectives are the focus for the Honors Program:

Objectives

- Continue to improve and increase educational opportunities for Honors students by: increasing the number and types of courses following the program Student Learning Outcomes; providing additional opportunities for non-classroom/experiential learning; developing evening and summer course options to improve access; establishing and

- expanding into other academic disciplines as Business, Sciences, Health Professions, Math and other career programs. (1,2,4,6,8)
- Ensure adequate staffing in terms of faculty, advisors, support staff, etc. (1,2,3,4,6,8)
 - Continue to improve visibility and appeal both on and off campus through: increasing awareness of the program with the college and local high schools; facilitating transfer to tier one institutions and their Honors programs; and offering scholarship opportunities for incoming and graduating students. (1,4)
 - Continue to increase—in a controlled manner—the size of program (student and faculty participants) through recruiting internally and externally; enhancing retention; providing student scholarships; and recognizing and promoting faculty and students. (1,2,3,4,6,8)
 - Broaden students’ cultural perspectives and civic responsibility and provide numerous opportunities for social, cultural and leadership experiences (on and off campus; developing a sense of community with the students and faculty participants; and collaborating with various (internal and external) communities. (1,2,4,7)
 - Develop a true, eco-friendly Honors Center, a centralized green learning and social community, by: establishing and maintaining dedicated seminar-style smart classrooms; furnishing and expanding the student study area and lounge; providing and maintaining technology consistent with programmatic needs of students within classrooms, faculty office and study areas; adding resource centers, library, faculty offices, as needed, with handicapped accessibility. (1,5,6,7)
 - Seek increased institutional funding for program. (1,2,3,4,5,6)
 - Secure alternative sources of funding through fundraising and grant writing. (1,2,3,4,5,6)
 - Expand professional development opportunities for faculty, both on and off campus. (3)
 - Continue to develop the Honors Advisory Board and Student Board (4,6, 1)
 - Assess program regularly and tie outcomes to future planning. (8)
 - Establish and then develop a presence on the Newburgh campus. (1,2,3,4,5,6)

1. Students
2. Curriculum and Program Development
3. Professional Development
4. Partnerships/Collaboration
5. Technology
6. Accessibility
7. Sustainability
8. Assessment

PSYCHOLOGY/SOCIOLOGY AY 2008-2009

Submitted by: Patti Guallini, Department Chair

STUDENT SUPPORT

This year the department continued to support the “Learning Communities” format by offering one section of Psychology of Adjustment on both Middletown and Newburgh campuses. Professors Sanders and Bender report that this model is a great success for the students who participate. The greatest problem has been scheduling and marketing the program. Both semesters, one section in Middletown has had to be canceled due to lack of enrollment. Communication has also been an issue, as there doesn’t appear to be one central person who is responsible for its oversight. AVP Warrener reported this semester that a change would be in place for next year with different courses as well as incentives for the students. The Psychology/Sociology department will not be involved in next year’s program.

The Psychology Club saw its first year with no leadership interest from the students.

Registration efforts continued with letters sent to each student inviting them to sign-up for an advising meeting with a faculty member. Many students took advantage of this method, however; too many wait until faculty members are no longer available.

2010-2015

- I.** Revitalize Psychology Club, perhaps renaming it as “Human Services Club” thereby involving students in all three areas of concentration.
- II.** Develop an avenue for “service learning”. Many students are interested in volunteering to learn more about the career areas our disciplines support. *See Collaboration.
- III.** Re-establish the 1 credit internship course which has not been offered in more than 15 years. Again, this course should be a 2 – 3 credit course to make it a more effective learning experience for our non-human service program majors.

CURRICULUM AND PROGRAM RENWAL

The Human Services Program (AS) has met with a dramatic increase in student enrollment this year. As of Spring 2009, there were 4 students enrolled in the program. This year, we have upwards of 70 students. The first year of field placements went extremely well and met with great reviews by both students and community placements. A reception was held to both congratulate the students and thank the field placement staff. Certificates were presented to the students and staff by Dr. Sanders and Chair Guallini. Attendance was minimal, but we hope future receptions will be better attended by moving the date away from final exam week.

Two sections of Field Placement and Tech Writing were scheduled for Fall 2010. Enrollment to date shows four seats left. This is up from 4 students in Fall 2008 to 16 in Fall 2009.

A new program in Forensic Psychology was approved – see Collaboration for more information.

Now that the Nursing Program has changed its program to replace Psychology of Adjustment with General Psychology I, the department would like to review the PSY 100 (Psych of Adjustment) course to see “where it fits” in our curriculum and offerings. At many colleges and universities, this is an upper level course.

2010-2015

I. Look at PSY 100, Psychology of Adjustment to see “where this course fits” in today’s offerings. Consider course changes, removal, etc.

II. Review course offerings. Given the decrease in full-time faculty over the past 14 years, several courses have not been offered. The department would like to look at possibly bringing these courses back and how to manage the offerings with the demand for General Psychology I. A slow reduction in section offerings of General Psychology I may continue until we reach a level of course offerings which meet student needs for upper level courses. 2010-2015.

III. Continue to request a new full-time instructor in Psychology to help meet the demands for courses/sections. Also, the person sought would be one who could contribute new ideas to the department. Finally, this person would provide full-time representation to the Newburgh campus’ Human Service Degree and proposed Forensic Psychology Degree Programs.

IV. Attempt once again to work with the non-credit area to develop a program to provide in-service training for area human service agencies. The program would include an opportunity for enrollees to complete the training, take an exam, and receive credit toward a newly developed Human Services Certificate.

TEACHING AND LEARNING/ PROFESSIONAL DEVELOPMENT

This year the department has expanded its emphasis on recruiting well-qualified adjunct instructors. Interviews were conducted by teams of full-time professor volunteers. Candidates with little or no college teaching experience are being invited to sit-in on an evening section for one semester. During these classes, the potential candidate will be given opportunities to provide instruction, lead a discussion group and prepare/grade assessment opportunities under the guidance of a seasoned professor. If the potential instructor demonstrates the strengths we are seeking, they will move through the process and be recommended to the AVP for a future adjunct position.

2010-2015

- I.** Continue with the above process for hiring new adjunct instructors and develop a departmental process for adjunct promotions. Ongoing
- II.** Consider staff development requirement for retention and promotion of adjunct faculty. This training would be departmentally as well as college wide offerings.

COLLABORATION AND PARTNERSHIPS

Collaboration with Petra Wege-Beers, Director of the Office of Career and Internship Services was a wonderful success. Ms. Wege-Beers participation in securing off-site contracts and assisting students secure their field placement for the new Human Services degree was invaluable to program success.

The department reviewed, discussed and approved the draft of a new AS in Forensic Psychology. Students have been voicing an interest in this field for several years. Program budget cuts in New York State are projected for facilities who serve this population. New “out-patient” programs and services are projected in the next five years. This program, if approved, would be offered in collaboration with the Criminal Justice and Psychology/Sociology Departments. The Criminal Justice department also approved the draft.

A former SUNY Orange student and employee at Family Empowerment of Orange County, to collaborate in offering a half-day conference for employees of Family Empowerment as well as SUNY Orange students, approached the department. Unfortunately, the dates for the conference could not be met prior to the expiration of this years grant. Plans are already underway to offer a conference in the Fall of 2009.

2010-2015

- I.** Continued collaboration is planned with the office of Career and Internship Services to secure new sites and assist Human Services students. Ongoing
- II.** New relationship with the Office of Career and Internship Services will be developed as part of a new Internship course. 2010-2011.
- III.** New relationship with the Office of Career and Internship Services will be developed as part of a “service learning” experience. The Coordinator of the Honors program as well as the English Department will be asked to participate in the development of this project as they already offer a service learning component in the program or course offerings. 2010-2011
- IV.** Continued collaboration with the Criminal Justice Department to develop the AS in Forensic Psychology. 2010-2011.
- V.** Continue collaboration with Family Empowerment of Orange County and other human service agencies, to co-sponsor presentations, workshops and conference for area employees and our students.

TECHNOLOGY

No changes in technology have been achieved. We continue to share a computer and projector with Dr. Farah, Economics. This is resulting in problems with offering hybrid sections.

This year we have had several problems trying to maintain the equipment in Hudson 201. Instructors from various departments/rooms have removed the overhead projector (newly purchased) and the TV/VCR/DVD player set-up, the latter purchased with departmental funds. When the instructors in HU 201 have tried to utilize this equipment, it is either: a.) missing or 2.) replaced with nonfunctioning equipment. This has greatly inhibited the instructors' ability to provide our students with full educational/ technological experiences.

2010 – 2015

- I. Increase effective utilization of classrooms, technology, equipment and resources through dedicated classrooms.
 - A. Secure HU 211 as second dedicated classroom for the scheduling of Human Service courses and support courses. (2010)
 - B. Purchase 2 smart boards for HU 201 and HU 211 (2010)
 - C. Develop block schedule for Human Services Program, creative scheduling and perhaps “accelerated” offerings as demand dictates.
 - D. Update student desks and instructor furniture (podium, desk, chair) for the most effective and safe environment for teaching and learning. (2010 – 2015)

Increase “dedicated” classrooms to house smart boards. The department would like to schedule classes in HU 201 (current dedicated room) and add HU 211 as a dedicated room. The use of dedicated classrooms allows the department to effectively schedule courses from 8:00 a.m. to 10:00 p.m., utilize departmental budget monies to update and maintain equipment and simply maintain the classroom in working order. Equipment will be securely tethered to the walls with keys to unlock the equipment for effective use.

Smart Boards for both Hudson 201 and 211 will be requested through PIP

- II. Replace or update desktop and laptop computers utilized by faculty and staff. (2013)
- III. Continue to encourage the utilization of Angel in the delivery of curriculum and communication with students. (Ongoing)

BUSINESS, MATH, SCIENCE & TECHNOLOGY DIVISION

- Applied Technology
- Biology
- Business
- Mathematics
- Science, Engineering & Architecture

BUSINESS, MATH, SCIENCE & TECHNOLOGY DIVISION
SUMMARY
AY 2008-2009

Submitted by: Stacey Moegenburg, Interim Associate Vice President

For the Business, Math, Science and Technologies (BMST) Division, academic year 2008 / 2009 was one of implementation of plans, quality delivery of our courses and programs, evolution and planning for the future.

The structure and the leadership of the division were relatively stable throughout the year. The only change from last year was in the Business Department. It is now comprised of the Business Management, Office Technologies and Accounting academic areas under the leadership of Department Chair Suzanne Krissler and Assistant Department Chair, Lucinda Fleming.

At the macro level in the division, **teamwork** between Associate Vice President and department chairs was stressed and a survey was conducted to determine ways in which Associate Vice Presidents can work more effectively with department chairs.

Several steps were taken to approach **course scheduling** more comprehensively. The Registrar's Office has provided to Academic Affairs a room usage chart. In addition, a room inventory was conducted in anticipation of the Registrar's utilization of AdAstra scheduling software. A team of department chairs has worked together to design blocks of courses that make sense for late-registering students. An interdisciplinary group of department chairs worked together to coordinate the timing of offerings of discipline-specific and general education courses at Newburgh. And Lucinda Fleming of the Business Department conducted a study of student preferences regarding course scheduling. Under new leadership, the Hudson Valley Educational Consortium moved forward with strategic planning. The AAS Cybersecurity program is a major part of this effort. Beginning next year, Orange will offer courses to students in-house and at remote institutions.

Throughout the division there is **concern about under-prepared students**. At a joint division meeting during AY 08/09, faculty identified their concerns about the growing numbers in this student population. Subsequently, a Developmental Oversight Committee was established to look at and to devise methods of dealing with the issues. Judi Schwartz, Mathematics Department Chair, was one of the key members of this committee. One of the outcomes of forming this group was the design of block scheduling for students who place into two or more developmental courses. These blocks will be rolled out for late registrants during Summer 2009. Another outcome was to identify areas where academic interventions would be most appropriate. Reinforcing a close relationship between departments and Learning Assistance Services was also stressed. In the Biology Department, a working group was formed to analyze the content and student success in BIO 110 – Introduction to Biology. This is a gateway course for students who are interested in pursuing health professions degrees yet, at the same time, is a science course that fulfills a general education

requirement and is on the allowable courses for students who place into developmental courses.

Across the board, BMST departments participated in several **college-wide initiatives**, analyses and reporting. The college-wide Information Literacy Inventory began in Fall 2008, with representatives from each department participating. A random sampling of faculty took part in the SUNY-wide CCSCE student engagement survey during the Spring 2009 semester. A major academic policy change that impacts everyone worked it's way through the governance system. Going forward, plusses and minuses will now carry weigh as the cumulative grade point average is calculated. Contributions from many areas within the division were made to complete the Middle States Periodic Review Report.

Also across the board in the BMST Division, departmental representatives (the department chairs or their designees) participated on SUNY New Paltz **Transfer Advisory Boards**. These boards facilitate communication not only with SUNY New Paltz but with sister community colleges in the region. Ultimately it is our students who are served by our participation in these fora.

There were no new, full-time **faculty** in the division this year. Amy Rickard was a returning full-time temporary instructor in the Mathematics Department. However, during the Spring 2009 semester, four searches were conducted, resulting in four new faculty members who will join the college in the Fall 2009 semester. Concern over the part-time to full-time ratio in Mathematics and Science, Engineering and Architecture was addressed by these searches and subsequent hiring.

Two faculty members in the Business Department were recognized with prestigious awards. Professor Stephen Winter received the June 2008 Association of Collegiate Business Schools and Programs (ACBSP), Region One, Excellence in Teaching Award. Associate Professor Thomas Stack received the SUNY Orange President's Award for Teaching Excellence and the 2009 SUNY Chancellor's Award for Excellence in Teaching.

Curriculum Change and Program Design ***Program Development, Assessment and Renewal***

BMST departments chipped away at the **Academic Master Plan objectives**, implementing objectives and altering them so as to meet today's conditions. Ongoing assessment of courses, content and programs took place. For example, the Business Department conducted an ACBSP Quality Assurance Periodic Report; the Mathematics Department conducted a General Education Assessment resulting in a review of all required and recommended topics and their sequences in courses; the objectives and content of Applied Chemistry I & II were coordinated with the Medical Laboratory Assistant Department; the Applied Technology Department benchmarked their Computer Science Program with other two-year schools.

Other program changes and evolutions include:

- SUNY approval for offering online Business Degrees
- State-level approval to offer AAS Business Management at the Newburgh Campus

- AAS Cybersecurity degree and Telecommunications certificate approval from our internal Curriculum Committee, now pending State approval
- A team in the Biology Department began an analysis of content and student success in BIO 110 – Introduction to Biology.
- Avian Biology was reintroduced as an offering after a long hiatus.
- Some content change in Architectural Technology to emphasize building energy and resource usage.

Global Initiative: Sustaining the Earth is the college-wide theme for the calendar year 2009. Throughout the division, there was almost universal enthusiasm for and promotion of ecological and environmental awareness. Intellectual activity centered on the timely and important issue of **Sustainability**. Through a variety of lenses and presentation manners, each department took to heart the subject and genuinely contributed to a rich learning environment for our students and our community. The topic is vast yet particularly germane to most all areas in our division. Some examples of the education provided by our division under this umbrella include:

- Tim Spring, CEO of Marcal Paper lecture and presentation (Business)
- Two lectures ‘Geo-thermal heating and cooling’ by Dr. Warren Allmon on March 31, and ‘Cooling Mother Earth’ by Dr Robert Spiegelman on March 4. Both were opportunities for local engineers and architects to earn continuing education units toward licensure renewal. (SEA & Cultural Affairs)
- Field Trips to treatment plants in Physical Science: The Environment (SEA)
- Mechanical & Electrical Equipment content shift to focus on energy and resource utilization of buildings (SEA)
- Three adjunct faculty members now LEEDs Certified (SEA)
- Solar sailboat built and competed (SEA)
- Photovoltaic training by four faculty members (Applied Tech and SEA)
- Geothermal and Photonic training of faculty (Applied Tech)
- Membership and engagement in the Hudson Valley Solar Consortium (Applied Tech)
- Media appearances by expert faculty (Biology)
- Major progress on Educational Garden adjacent to Hudson Hall (Biology)
- New course offering – General Ecology (Biology)
- Two remote-site environment and habitat study courses offered (Biology)
- Planning and consultation with architects on greenhouse restoration and subsequent planning of botanical offerings (Biology)
- Trees-for-Tribs tree planting program along Wawayanda Ave (Biology)

A significant amount of time and energy was spent by administrators, department chairs, faculty and lab assistants in the division on planning the growth and expansion of the **Newburgh Campus**. The Mathematics, Biology and Science, Engineering and Architecture Departments along with the AVP worked in close consultation with JMZ Architects to design Kaplan Hall. The Academic Associate Vice Presidents conducted the first comprehensive approach to block scheduling (coordination between three departments – Criminal Justice, Human Services, and Business). Beyond facilities and scheduling:

- ACBSP accreditation of Business Programs offered at Newburgh was awarded
- Full-time Business faculty – searched and hired for Fall 2009
- Across the board participation in familiarization and planning meetings

Technology

Technological Adaptation and Change

Construction was completed in BT 255, a state-of-the-art Interactive Video Classroom. This room is expertly designed and has been superbly executed. Throughout the project duration there was collaboration between faculty, administrators, network specialists, wiring and data infrastructure specialists, IV consultants and the Facilities Department. This room will be the main instructional space for Cybersecurity content, the SUNY Orange degree that is part of the Hudson Valley Educational Consortium.

Other technologically related updates include:

- (20) new computers and upgrade to Office 2007 in Harriman 210 (CTEA grant). Older computers went to Harriman 215 lab.
- (16) new computers in BT 253 and capability to use digital oscilloscopes (CTEA grant)
- Experimentation with “computer kits” in PC Hardware and Maintenance and Networking.
- New ECG machine for Anatomy & Physiology sequence (CTEA grant)
- Use of ModuMath in Math Resource Room
- Trial utilization of MyMathLab by two Mathematics faculty.
- One projector and computer was purchased and installed for Harriman 312, a multi-purpose physical science lab / lecture room.
- Through an NSF grant and partnership with SUNY Purchase’s STEM Bridge program, installation of a flat-screen monitor for projection of biological and science topics.
- One spectrophotometer purchased for Biology Department.
- Commencement of intensive training using Encase Cybersecurity software for Applied Technology (Cybersecurity) faculty.
- Collaboration between AVPs, Human Resources, ITS and Instructional Technology to provide training for the switchover to Office 2007.

Several departmental websites have been updated. This remains a time-consuming task that tends to be placed on the back burner. The AVPs are working with Institutional Advancement to explore ways in which this important task can be made less cumbersome.

Primarily in the Business and Biology Departments as well as in the Applied Technology Department, more courses are being offered in online formats. More and more faculty members are opting to web-enhance their courses by utilizing Angel Shells. This important communication tool needs to be promoted and faculty encouraged to adapt its utilization.

Professional Development

Throughout the BMST division, faculty participated in a **variety of professional development activities**. Among the types of professional development are: graduate coursework, conference attendance and presentations, technological training programs, webinars, colloquia, publications, and memberships and engagement in professional organizations and associations. Some faculty received professional certifications in specialized subjects while others sought grants and grant writing expertise to benefit students and the college as well as received grants for projects and equipment.

Collaboration and Partnerships -

The college does not operate in a vacuum. It is important to maintain ties and **relationships with other institutions**, community organizations, businesses, etc. Partnerships with high schools, career academies, BOCES, the CCHS program, internships, advisory boards, county departments and governmental offices, environmental institutes, upper division schools and universities, and charitable organizations enrich learning opportunities for our students.

One example is the Office of Educational Partnerships-sponsored dialogue between SUNY Orange Mathematics faculty and local high school Mathematics faculty. This valuable dialogue contributed greatly to the mutual understanding of internal and external demands on the respective institutions as well as student expectations and skill outcomes. Another example is the Franklin University Alliance where students can pursue baccalaureate degrees via a combination of SUNY Orange and online Franklin University coursework.

The individual departmental reports that follow itemize the varied and numerous partnerships and connections that academic departments maintain. These connections help the college stay connected in a milieu in which change happens at a rapid pace.

Students

The commendable commitment to and culture of **service to students** remained strong, vibrant and at the forefront of what we do. For example, open and specialized labs hours increased and in the spirit of cooperation, lab space was shared by departments and programs. Each department sponsors at least one club. These informal learning and leadership development opportunities benefit students in a multitude of ways.

High among the intangible learning experiences clubs offer students is the reinforcement of volunteerism. Some examples of volunteerism in the division include:

- The Volunteer Income Tax Assistance (VITA) Program, which pairs student volunteers, local agencies and citizens in need of tax preparation assistance. Students train alongside local agency representatives.
- Habitat for Humanity home building by the Architecture Club
- Peer tutoring by the Chemistry Club and the Engineering Club as well as the entire division
- Participation in Student Ambassador Program

Faculty engagement of students beyond the classroom is robust as well. For example, overseen by Mathematics and Computer Science faculty, students competed in three different academic competitions (and placed very well). Enrichment programs such as participation in the SUNY Purchase STEM Bridge Program continue. The Saturday morning Math Review prior to each final exam period is a valuable event for students and a camaraderie builder for Mathematics department members. Several other departments are now stressing pre-final exam review sessions (e.g. Biology, Arch. Tech, etc.). Kid's Chemistry Night is a well-attended annual event that introduces children to basic chemistry topics through age-appropriate activities. Student and faculty volunteers organize and facilitate the popular event.

Additionally, the Biology department-sponsored Educational Gardens adjacent to Hudson Hall have taken lovely shape thanks to the enormous effort of over forty volunteers and contributors. The Education Gardens along with wooded areas along the stream are two examples of the concept of treating the entire campus as a learning lab. The Garden Project involves multiple collaborations both institutionally (Administration, Facilities) and within the community-at-large (Cornell Cooperative Extension – Master Gardner Program). Kirsten Gabrielsen and Shelly Paradies are coordinating this effort.

The Biology student support and learning center known as the Bat Cavern saw approximately 8,000 visits this year. Other collaborations exist between programs and departments and the Learning Assistance Services to provide support to students in different disciplines in ways that best suit the unique populations.

Looking ahead to academic year 2009/2010, the BMST division will begin planning a new Science & technology Building for Middletown Campus. The entire division would benefit from more widespread utilization of electronic communication with students, especially Angel Shells. Ongoing is the concern and need to comprehensively address the increasing numbers of students who place into developmental classes and ensure that the college provides the support needed by these student to increase student success with college-level coursework.

Many sustainability initiatives have been undertaken at the department levels. A comprehensive plan for environmental offerings and those which pertain to sustainability needs to be drafted so as to provide students with a clear picture of a cohesive course of study in that arena. And finally, the concept of using the entire campus as a learning lab is a strong one and one that should be fostered, perhaps in conjunction with a comprehensive plan for providing our students with research opportunities.

APPLIED TECHNOLOGY AY 2008-2009

Submitted by: Fern Steane, Department Chair

TECHNOLOGY:

- A-V equipment for BT 255 (Cyber Security Lab)
- Networking racks and equipment for BT 255 (Cyber Security Lab)
- 20 Computers for BT 255 (Cyber Security Lab)
- 20 lap tops for BT 255 (Cyber Security Lab)
- 3 faulty laptops
- 2 Laser Printers for BT 255 (Cyber Security Lab)
- 1 Color copier, scanner, fax, printer for BT 255 (Cyber Security Lab)
- BT 253 completed with electrical and data line.
- 17 computers for BT 253 (Electrical Technology lab)
- All labs to be upgraded to Office 2007 over the summer
- National Instruments Lab View software for Electrical Technology (Academic Site license)
- 4 Computers kits to be used in PC and Hardware maintenance course
- 7 Networking kits complete with cable testers and tools for Networking courses.
- USB/GPIB interface for Oscilloscopes
- Net Support for all computers in Applied technology

TEACHING AND LEARNING (CURRICULUM CHANGE/PROGRAM CHANGE):

- AAS Computer Information Technology – Networking has been approved by the state
- AAS Computer Information Technology – Web Development has been approved by the state
- AAS Cyber-Security currently waiting for state approval
- Certificate in Electrical Technology – Telecommunications is currently on the way to the state.

- College Catalog updated in all areas
- Bench marked with Ulster County Community College for Computer Science.
- Web Site has been updated with a new look and information.
- Currently working on Articulation agreements with Vaughn College and RIT for a variety of areas in the department.

STUDENTS:

- Expanded lab hours to accommodate open labs in BT 357, 253, 121, 115, and 113. Hired 5 Work-Study students as lab assistants.
- Office hours for daytime adjuncts for both Middletown and Newburgh
- Clubs:
 - Computer Club – Active
 - Martial Arts Club – Active
 - Math/Computing Club – Active
 - Fall 2008 – Participated in the CCSC programming contest in Maryland against predominantly 4 year colleges. Place 12 out of 24 groups, comprised of 20 colleges.
 - Spring 2009 - – Participated in the programming contest in SUNY Plattsburg against predominantly 4 year colleges. Place 12 out of 28

PROFESSIONAL DEVELOPMENT:

- **Electrical Technology**
 - Professional Membership in IEEE, ASEE, NYSETA, Solar Energy Consortium, TSEC – (Arlin)
 - Professional Membership in IEEE, ASEE, NYSETA, ACM, Laser and Electro-Optics Society, Society for Engineering in Medicine and Biology, Nano-Technology Society, Instrumentation and Measurement Society, Communications Society (Fern)
 - Op-Tec Workshop on Optics and Photonics, Nov 13-14, 2008 Camden College (Certificate received) Fern & Arlin

- Lighting and Physics Seminar – Kingston (Arlin)
- Webinar (MATEC): Electronics in 2010 (Fern)
- Webinar (MATEC)– Intro to Nano Technology – (Fern and Arlin)
- Intro to Photonics, 3 Rivers Community College, Connecticut (DL) Certificate Received (Fern)
- Geo-Thermal heating and Cooling Using the earth to save the earth presentation (Certificate) (Arlin)
- Lighting Applications Seminar – Kingston (Arlin)
- Technology Summit (SUNY Orange) (Fern)
- Attended SUNY New Paltz Community College Science Advisory Board Conference April 2009 (Fern)
- **Computer Science (David Wang)**
 - ACM; Association for database developers and School of Science and Mathematics Association
 - Attended 24th Annual Consortium for Computing Sciences in Colleges (CCSC), Eastern Conference, Maryland
 - Attended SUNY New Paltz Community College Science Advisory Board Conference April 2009
 - NSF Day Conference, SUNY Binghamton
 - Graduate Courses
 - Computer Forensics (Fa/08)
 - Firewall & Intrusion Detection (SP/09)
 - CTL
 - “How to Advise?” (SP/09)

Computer Information Technology:

- Association of Information Tech Prof. (Tom, Roseanne, Dave)
- Faculty working on PhD (Tom)
- Encase Software Training, Washington, DC, (Tom Giorgianni)

COLLABORATIONS AND PARTNERSHIPS:

- Career Services – will be working over the summer with Petra to explore other internship opportunities
- Nursing Department – made labs available so they could for norming assessment of nursing content questions (roughly 100 students)
- Movement Science Department – made lab available for use for testing (NCSF on campus exam for her Personal Trainer Course)
- Biology Department – made labs available for a number of instructors for particular class exercises.
- Frontier Communications – used Telecommunications lab for employee training and monthly meetings.
- CAPE – working together on NYSERTA with a consortium of 5 other SUNY Community colleges grant for renewable energy.
- CAPE – working to articulate and match non credit course work with degree programs (networking area).
- BOCES – working to form articulations with BOCES and our technology programs
- Math Department - Once Computer Science was moved to the department of Applied Technology, it was decided that the Math/Computing Club would be shared between Applied Technology and Math departments.
- College wide Math & Computer Science programming contest.
- Faculty member (David Wang) volunteered to serve as a facilitator in math final review session FA/08
- Admissions (advisor) – held a special in-service to assist the advisors in defining skill sets and opportunities for students entering the various technology programs within the department.
- Business Department – work with Business department to provide classroom space and instructors for BUS 161 – Business Computer Applications.

BIOLOGY

AY 2008-2009

Submitted by: Dr. Frank Traeger, Department Chair

- **GENERAL**

The Biology Department serves over 2000 students per semester delivering between 110 and 115 lectures/lab sections in over a dozen subject areas. The Department's offerings, "Introduction to Biology", "Human Biology" and "Anatomy and Physiology I and II" provide essential support for students pursuing Health Professions' careers. Additionally, the Department offers a variety of courses enabling students to fulfill the SUNY General Education Math/Science requirement and become broadly educated members of society in the process. For students pursuing a biologic science-related career (Medicine, Environmental Science, Education) we offer a transfer degree (A.S. Math/Natural Sciences) with relevant supporting course work in General Biology I, II, Genetics, Comparative Vertebrate Anatomy, Botany, Ecology, and other areas.

Challenges the Biology Department traditionally faces include those related to limitations of instructional and laboratory space, staffing, and equipment needs in support of (9) laboratories, two (2) student learning/study facilities (BATCAVERN I, II) and two (2) greenhouses. During the current academic year the Department has been actively involved in planning and design of new instructional facilities and laboratories for the Kaplan Building now under construction at our Newburgh Campus. When this facility is completed, the Department looks forward to expanding our programming at Newburgh by offering Anatomy & Physiology I and II on-site. Importantly, the Department/College is a designated recipient of private and public funding enabling the restoration of our greenhouses and the development of a horticulture/botanical center. This initiative will be an important focus of the Department's future academic plans as detailed later in this report.

D. ► AY 2008-2009 Biology Department Activities in Support of Major Themes of the Academic Master Plan.

TECHNOLOGY

- Improved instructional technology capacity through the purchase of a new laptop computer and projector to augment our existing "smart cart" fleet. This is of critical import since an increasing number of lecture/lab presentations employ power point.
- Acquired a new ECG (Electrocardiograph) machine through a CTEA grant. This replaced an inoperative, vintage instrument. The new ECG is a central piece of equipment used in our cardiac function lab in Anatomy and Physiology II where students learn to record and interpret electrophysiologic activity underlying the cardiac cycle.
- Replacement of icemaker. A new ice maker was installed in the Central Preparation area of BT for use by the Biology and Laboratory Technology Departments. The Biology Department uses ice to run temperature-controlled laboratory experiments in a variety of its courses.

- Anatomic Models and supportive DVD presentations were purchased to support student learning activities in the BATCAVERN (BT-155). These models have also allowed instructors to set up “mini-quizzes”/“mini-practicals” in the BATCAVERN to aid student review.
- Acquired an iMac Computer, intended to support Dr. Walter Jahn’s efforts to produce DVD chronicling local wildlife. Compatibility issues (re camera) made the intended use untenable but this equipment is now available for use in the Center for Teaching and Learning (CTL).
- A spectrophotometer (one of four requested) has been approved and will be employed in the General Biology I, II and Botany lab experiments.

TECHNOLOGY UTILIZATION

- An increasing number of departmental courses are being offered in the Web Enhanced Optional (WEBO) format. The Department (Dr. Walter Jahn) offers sections of “Prehistoric Life” and “Biology for Today” in the DL format.
- A website devoted to the “Flora and Fauna of Orange County” (<http://bio.sunyorange.edu>) continues to be expanded by Walter Jahn and Monty Vacura. This year new materials on mammals, reptiles, amphibians, insects and birds was added. This site is intended as an educational resource for students and the community-at-large.
- The “Sharp Aquos Flat Screen Monitor” acquired by NSF Grant in conjunction with SUNY Purchase and installed in BT lobby last year has seen use as a variety of theme programming has been presented.

TEACHING AND LEARNING/CURRICULUM RENEWAL

- “Introduction to Biology”, BIO 110 – A working group led by Dr. Melody Festa has been charged with revision of this offering to better meet increasing student demand and need. The present heavy demand is due to its requirement as a prerequisite for Anatomy and Physiology as well as its function as a SUNY General Education elective. Enrollment/student outcome data has been obtained and analyzed. Possible solutions involve placement testing prior to enrolling in the course and/or development of a specific course to meet the prerequisite needs of Anatomy and Physiology and redesigning “Introduction to Biology” to serve primarily as a liberal arts science elective. This working group will present revised draft course descriptions by Fall 2009.
- Offered (Jennifer Merriam, Instructor) “General Ecology” (BIO 205), a newly developed course, for the first time in Fall 2008. Secured approval as a transferrable, upper division, major’s course within our SUNY New Paltz Articulation.
- Offered (Joe Zurovchak, Instructor) “Avian Biology” (BIO 146) in Spring 2009. This was the first time this course was offered during a regular semester in recent years and reflects much preparative work by Joe.
- Participated in the “Information Literacy Assessment” (Jennifer Merriam, Anouk Verheyden-Gillikin, General Biology I and II (BIO 101, 102) in Spring 2009
- Offered “Capstone” opportunities to “Honors Program” students (Anouk Verheyden-Gillikin)

- Offered (May 15-22, 2009) “A Natural History of the Finger Lakes Region” as the topical focus of BIO 210: “Study of Biological Habitats”. The course was developed and taught by professor emeritus Marty Borko and centered around a camping experience at Taughannock Falls State Park. Students visited the Cornell Ornithology Laboratory, Finger Lakes National Forest, Cayuga Nature Center and the Paleontological Museum of the Earth as components of this experience.
- Worked with educators from Pine Bush High School to develop a 1 credit, special topics course focusing on field study of the Adirondacks Region of NYS. The locale for the course will be SUNY Cortland’s Outdoor Education Center/Raquette Lake and will be offered as a component of the (Community College in the High School) CCHS Program.
- The Department participated in the “PM-Express Schedule” at Newburgh (Fall 2008, Spring 2009)
- Participated in the “CCHS” and “New Visions Program” offering General Biology I (Fall 2008) and II (Spring 2009).
- Developed a “Native Woodland Garden” for educational use by students in various biology classes and for the enjoyment of the community-at-large. This garden represents Phase I of our Educational Theme Garden Initiative.

COLLABORATIVE PARTNERSHIPS

- “Community College in the High School” – The Biology Department partnered with three (3) area high schools (Minisink Valley, Monroe-Woodbury, and S.S. Seward) to offer our General Biology I, II sequence. We have also initiated (Summer 2009) a one (1) hour special topics course in field biology for Pine bush High School students through CCHS.
- BOCES “New Visions Program”.
- SUNY Orange “Honors Program”
- SUNY Purchase (NSF Grant) “Bridge Program” for minority students interested in science careers. Monty Vacura served as liaison for this program.
- SUNY New Paltz/SUNY Orange “Jointly Registered Teacher Education Program” (JRTEP); Grades 1-6, 7-12. Frank Traeger serves as advisor to students pursuing a Biology Concentration within this program.
- SUNY New Paltz Community College Science and Engineering Advisory Board. Frank Traeger is a member of this board, promoting improved communication /articulation to enhance transfer opportunities for students in our A.S. Program.
- Beacon Institute for the Study of Rivers and Estuaries – Jennifer Merriam, Fern Steane (Technologies Department) and Frank Traeger collaborated with Liesl Hotaling to secure an NST “Sense the Hudson” Grant which would have resulted in important educational opportunities and “hands-on” experience for our students. Although the grant was not funded, useful interpersonal bridges have resulted.
- The Department’s Garden Project involves multiple collaborations both institutionally (Administration, Facilities) and within the community-at-large (Cornell Cooperative Extension – Master Gardner Program). Kirsten Gabrielsen and Shelly Paradies are coordinating this effort.
- The Biology Department’s Monty Vacura coordinated the planting of (~ 70) seedlings on land adjacent to the stream, paralleling Wawayanda Ave. This “Trees for

Tribs” Program was done in conjunction with the DEC (Department of Environmental Conservation) to create an environmental buffer zone minimizing pollution of the watershed.

- Global Initiative: “Sustaining the Earth” – A number of departmental faculty actively support this undertaking in various ways. In particular, it should be noted that Drs. Joe Zurovchak, Walter Jahn and Anouk Verheyden-Gillikin presented seminal talks during Spring 2009 as part of this program.
- Orange County Health Department/ “West Nile Surveillance Project” - (Melody Festa, Marie DeFazio-Schultz, Tom Alford)
- Medical Laboratory Advisory Board – (Frank Traeger)
- SUNY New Paltz Community College Science Advisory Board – (Frank Traeger)

STUDENT SUPPORT SERVICES

- Participation by departmental faculty/staff in all “Admission Open Houses” and “New Student Orientations” – Frank Traeger, Monty Vacura, Melody Festa, Jen Meriam, David Logan, Michele Iannuzzi Sucich
- BATCAVERN (BT 155) – Our self-directed, student learning lab/tutorial facility recorded a record number of student visits for AY 2008-2009 (over 8,000). Biology students are recruited as peer tutors.
- Support of the Biology Club – Under the leadership of Grace Gloeckler and Jennifer Merriam the club sponsored a number of activities including a Clearwater Sloop excursion on the Hudson, a visit to the “Bodies” exhibit, and a Spring 2009 “Silent Auction and Appreciation Dinner”.
- Provision of Capstone opportunities for Biology Honors Program Students.
- Open labs and Practice Practicals and Review sections to enhance student success
- Office hours for day adjuncts
- Bulletin boards, Website to keep students abreast of educational opportunities, etc.
- Cluster Marketing Brochure/Departmental “Advising Tips” to focus students on career opportunities and appropriate coursework to achieve their educational goals.

PROFESSIONAL DEVELOPMENT

- Departmental faculty are members of a variety of professional organizations including: AAAS (American Association for the Advancement of Science), Empire State Association of Two-Year College Biologists, Botanical Society of American, Hudson River Environmental Society, New York Academy of Science, American Geophysiological Union (AGU), and the Human Anatomy and Physiology Society. The SUNY Orange Biology Department is also an institutional member of the Environmental Consortium of Hudson Valley Colleges and Universities. The Department is now also an educational partner of the Beacon Institute for the Study of Rivers and Estuaries.
- Departmental faculty have participated as attendees or presenters at professional society meetings, campus-based lectures/discussions, and field trips. Several have served as media commentators or professional reviewers. Highlights follow:

Presentations

- “Can Tree Ring Chemistry Indicate Soil Salt Concentrations”, Anouk Verheyden-Gillikin, American Geophysical Union (AUG) Conference, San Francisco, Dec. 15-19, 2008
- Global Initiative Kickoff – “Town Hall Meeting: Sustaining the Earth”, Joe Zurovchak, Feb. 3, 2009
- Global Initiative: “Making Choices That are Green”, Joe Zurovchak, Feb. 10, 2009
- Global Initiative: “Sustainable Uses of Coastal Forests in Africa”, Anouk Verheyden-Gillikin, Feb. 19, 2009
- Global Initiative: “Birds of Orange County”, a movie produced by Walter Jahn, March 10, 2009

PUBLICATIONS, PRINT REVIEWS

- Peer reviews of articles appearing in the “Journal of Plant Research”, “Aquatic Botany”, and “New Phytologist”, Anouk Verheyden-Gillikin
- Chapter (Nervous System) Review for A & P textbook being developed by Benjamin Cummings, Michele Paradies.

SEMINARS, MEETINGS, WORKSHOPS

- NSF Grant Workshop, Binghamton, NY, Jennifer Merriam, Jan. 15, 2009
- Science Technology Summit, Frank Traeger, Jan. 15, 2009
- Bodies Exhibit, NYC, Grace Gloeckler, Jennifer Merriam, Frank Traeger. Nov. 16, 2008
- Human Anatomy and Physiology Society Meeting, Michele Paradies, May 2009
- Prospering in a Green Economy, Kirsten Gabrielsen, April 6, 2009
- SUNY Orange Leadership Conference, Marie DeFazio-Schultz

MEDIA APPEARANCES

- WGNY Radio Guest Speaker, Sustainability Committee Chair, Joe Zurovchak, April 20, 2009
- Cable 6 Interview: Autumn Foliage, Monty Vacura, Sept. 2008

BUSINESS AY 2008-2009

Submitted by: Suzanne Krissler, Department Chair and Lucinda Fleming, Assistant Chair

Faculty: E. Brooks, B. Fiorello, L. Fleming (Assistant Chair), D. Goldberg, S. Krissler (Chair), M. Markovits, S. Markovits, T. Stack, J. Vondras, E. White, S. Winter
Staff: A. Ruscher, A. Henry

TECHNOLOGY – (CTEA)

- Two computer labs updates HA 210 (new) and HA 215 (reused HA 210 computers)
- Two Faculty laptops
- One Faculty desktop

TEACHING AND LEARNING (curriculum accreditation and design)

- Prepared the 2009 Quality Assurance Report for ACBSP (Krissler)
- ACBSP report and site visit to the Newburgh Branch Campus (Krissler)
- Collected and Assessed the Student Learning Outcomes for all Business courses for the fourth year (all faculty)
- Incorporated the VITA program with Orange Works working with students from SUNY Orange other agencies (Goldberg, Krissler)
- Franklin University Alliance with all Business Programs for transfer ease. Hosted two events, Fall 2008 and Spring 2009, for students to meet with Franklin representative in Harriman Hall. (Fleming, Krissler, Ruscher, Henry)
- CEP program with Middletown Academy of Finance (high school Academy students enrolled in ACC 101 Accounting Principles, MKT 101 Marketing, and MGT 201 Management (Fleming, Krissler)
- CCHS new offerings of Introduction to Business at NYMA, Elementary Computer Keyboarding & Accounting Principles at Valley Central HS. Approved Accounting Principles at Washingtonville HS for Fall 09. (Fleming, Krissler)
- Nomination and winner of the Excellence in Teaching Award (Krissler, Stack)
- Evaluated five adjunct instructors; three for promotion (Fleming, Krissler, Stack)
- Evaluated seven CCHS instructors (Fleming, Krissler)
- Continued Internship development (Fleming, Krissler, Vondras, Career Services)
- Two new DL classes: ACC 101 Accounting Principles I and ACC 154 Managerial Accounting (Stack)
- Completed proposal for AAS Office Technologies degree at the proposed Newburgh Branch Campus (Krissler)
- Attained acceptance for the proposal of all business programs to be offered online (Fleming, Krissler)
- Applied for ACBSP program approval and site visit for the Newburgh Branch Campus from ACBSP (Krissler)
- Update of Business Department web pages (Vondras, White)
- Photos taken for Marketing pieces (all faculty, Albright)

- BEAM scholarship creation and student nomination (Krissler)
- Updated pages in the college catalog (Krissler)
- Distance Learning Committee on guidelines & procedures (Fleming, Winter)
- Advisory Boards input on programs (all faculty and advisory boards)
- Information Literacy Assessment input (Fleming)
- Non-traditional Business course offerings study (Fleming)
- Updates on the Marketing degree program (Capuano, Fiorello)
- “DON’T SIT” Presentation (Deciding on New Techniques; Sharing Innovative Technology) (Messina, Capuano, Fiorello, Mullin, Stack)
- “Sharing Strategies & Incentives to Improve Student Performance” in the CTL (Fleming, White)
- Excellence in Teaching Award (Stack)
- CCCSE Assessment, Student Opinion Reports, Graduate Surveys (select faculty)

STUDENTS

- Support of Franklin University Articulations for all business degrees—AS and AAS. Currently 10 students transferred. (all faculty)
- Proctor for Franklin University students—SUNY Orange graduates (Krissler)
- Open lab, HA 215, supervised by three work study students and open until 3:30 five days (Fleming, Krissler, Henry, Ruscher)
- Expanded office hours by adjuncts at Middletown and Newburgh
- Use of new program color cluster brochures—Business and Health Careers (Krissler)
- Member of Board of Inquiry (Krissler)
- Additional advising hours in Summer 2008 and January 2009 (Angerame, Krissler, Vondras)
- Business Club Advisor (Goldberg, White) Also attended field trip to NYC & Disney visit by Club (Goldberg)
- VITA (Volunteer Income Tax Assistance) Program sponsorship (Goldberg, Krissler)
- Fall & Spring Open Houses (Fiorello, Goldberg, Krissler, Stack)
- Business Information Night, April 09 (Fleming White)
- Accepted New Students Day, April 09 (Fleming, Winter)
- Newburgh Open House, April 09 (Krissler)
- Developed and purchased promotional items for prospective students and h.s. teachers (Fleming, Krissler)
- Hosted two Franklin University visits in September and in April, including class visits, one-on-one student appointments, and future contacts (all department faculty)
- Scholarship Committee Membership (Goldberg)
- Advising letters to all majors, fall and spring semesters, re curriculum content and offerings (Fleming, Krissler, Ruscher, Nadeau)
- Appeals Board attendance and advisement, January and May 2009 (Fiorello, Krissler, Markovits, Vondras)
- Reader for the Beacon Project (Vondras)
- 12 departmental awards for the 49th Annual Award Convocation (all department faculty)

- CTEA input for smart stations (Krissler)
- Groundbreaking ceremony for the Newburgh Branch Campus and AAS Business Management inclusion (Krissler)
- Speakers: B. Zangara of The Winning Edge Financial Group and T. Spring of Marcal Paper
- Proposed upgrade to Office 2007
- “Sharing Strategies & Incentives to Improve Student Performance” in the CTL (Fleming, White)
- Hosted Nyack College for our evening students on December 2
- New articulation agreement with Mt. St. Mary College
- Non-traditional business course offerings study (Fleming)
- Newburgh Branch Campus Business Management degree
- Online Business Degrees approval
- CCCSE Assessment

PROFESSIONAL DEVELOPMENT

- Attendance at the June 2008 ACBSP Conference and receiver of the Excellence in Teaching Award (Winter)
- Attendance at the Concept Promotions Seminar, Newburgh, September 24, 2008 (Fleming, Krissler)
- Attendance at the CCHS dinner meeting, October (Fleming, Krissler)
- Attendance and membership with the School of Business advisory Board Meeting, SUNY New Paltz, October 10, 2008, (Fleming, Krissler)
- Attendance at the Interop Conference/Exhibits, September 18, 2008 (Fleming, Krissler)
- Attendance and training on ODS report portion of Banner (Fleming, Krissler)
- Attendance at the NYSUT Meeting, September (Goldberg)
- Attendance at the Phi Delta Kappa meeting on “Project Lead the Way”, November 18, 2008 and “SUNY New Paltz Foundation information”, April 13, 2009 (Krissler)
- Attendance and membership at BEAM (Business Educators Association of Mid-Hudson) conferences in October 2008 and May 2009 (Fleming, Krissler)
- Attendance at Sustainability presentation, T. Spring, CEO of Marcal Paper, March 9 (Angerame, Fiorello, Fleming, Goldberg, Krissler, Loiola, Ruscher, Smith, White, Winter)
- Attendance and Presentation at the 2009 Innovation Conference (Fleming, Winter)
- Attendance and membership at BOCES Craft Consultant conferences (Krissler)
- Attendance and membership at monthly Academy of Finance meetings of Middletown and Pine Bush High Schools (Fleming, Krissler)
- Attendance at Webinar on skill building, March 4, 2009 (Haring-Robinson)
- Sarbanes-Oxley compliance activities and analysis for DIME Bank (Stack)
- GAAP and SEC compliance design for DIME Bank (Stack)
- Incorporation of professional subscriptions into classroom: Wall Street Journal, Business Week, (Vondras) Office Professional (Krissler), Wall Street Journal, Chronicle, NY Times (Winter, White)

- Professional memberships in NYSCPA (Vondras) AICPA, Business and Professional Women's Club of Middletown (Goldberg) EBEA, NBEA, BEAM, ABC (Krissler), PICA, AAI American Association of Individual Investors (Stack) NBEA, EBEA, BEAM, AAUW (Fleming, White, Fiorello), Academy of Management and American Society for Quality (Winter)
- Attendance at COIL Conference for Online International Learning (Fleming, Seiss)
- DL adjunct training (Finn, Loiola, Seiss)
- Office 2007 training (all skill faculty)
- CIT conference and presentation in May (Messina, Capuano, Fiorello, Mullin, Stack)

COLLABORATION AND PARTNERSHIPS

- Franklin University Alliance, two campus visits (Academic Affairs, Fleming, Krissler)
- CCHS – ACC 153 Financial Accounting at Pine Bush H.S., ACC 101 Accounting Principles I at Monroe-Woodbury H.S., ACC 101 Accounting Principles I at Warwick H.S., ACC 101 & 102 Accounting Principles I and II at Valley Central H.S., OFT 107 Elementary Computer Keyboarding at Valley Central H.S. BUS 103 Introduction to Business at NYMA and Warwick, MKT 101 Marketing at Warwick (Fleming, Krissler)
- Proposed CCHS with Washingtonville HS in Accounting Principles (Krissler)
- Academies of Finance with Middletown H.S. and Pine Bush H.S. (Fleming, Krissler)
- High School business teachers (BEAM) (Fleming, Krissler)
- BOCES – Craft Consultant Committee and mock interview in June (Krissler)
- New Paltz School of Business Advisory Board (Fleming, Krissler)
- Advisory Board activities (all faculty)
- Global Initiative speaker, Tim Spring, CEO of Marcal Paper, March 9 (Fleming)
- Letters and Curricula Brochures to all Orange County counselors and High School Business Teachers about our curricula (Fleming, Krissler, Ruscher, Henry)
- Advisory Board annual contact—new members and newsletter (all faculty)
- VPAA Search Committee (Stack)
- Business Management Instructor Search Committee, (Fleming, chair, Krissler, Markovits, Vondras)
- Consultant for Dime Bank (Stack)
- CEP Program with Middletown Academy of Finance (Fleming, Krissler)
- College Governance committees (Fiorello, Fleming, Goldberg, Stack, White, Winter)
- Academy of Finance graduations (Krissler)
- Institutional Diversity & Equity Committee posters: Black History Month, Women's History Month and Religious Diversity Month (Fleming)

MATHEMATICS AY 2008-2009

Submitted by: Judi Schwartz, Department Chair

Technology:

1. Modu-Math, a self paced computerized arithmetic and algebra computer program was installed on two computers in HA 309 and one computer in HA 305. Use of the program is steadily increasing.

Accomplished by Judi Schwartz and the I.T. Department

2. The Department of Mathematics faculty was trained on Modu-Math during the September department meeting.

Accomplished by the entire Department of Mathematics

3. Adode Flash Drive was installed on all computers in HA 309. Faculty will now be able to use MyMathLab, a computer based help system supplied by the publishing company of the Intermediate Algebra Text used by the department. In the fall semester Amy Rickard and Joel Morocho both used the system with some of their classes. Students were able to do homework, quizzes and practice tests on the system. Results were mixed.

Accomplished by Amy Rickard, Joel Morocho and I.T. Department

4. A permanent computer was installed in HA 307. Software including Converge, Derive, Green Globes, Minitab and Smart Board software was installed. The smart board is actively used by Jan Stonick and a Mathematics adjunct Kim Hazen.

Accomplished by Jan Stonick and the I.T. Department

5. The Mathematics Resource Room – HA 305 was rewired. A printer was installed in that room for use by full time faculty, adjuncts and students.

Accomplished by Judi Schwartz and the I.T. Department

Curriculum and Program Design:

1 The Department completed the General Education Assessment - Cycle 3.

a. At the September Department meeting Dr. Ming Wang chose a faculty member to head each Gen-Ed assessment. All questions were distributed to the appropriate faculty. Questions could be administered on final exams, quizzes or major exams. Faculty had until the end of the semester to complete testing. Completed sets were then returned to Dr. Wang.

b. At the November 3, 2008 department meeting the faculty made changes in questions for College Algebra, Pre-Calculus and College Trigonometry. These changes will be instituted in Cycle 4.

c. At the January, 2009 department meeting the department grading half the gen-ed questions using to the appropriate rubric.

e. At the February, 2009 department meeting the department finished grading all gen-ed questions. Dr. Wang then analyzed the results.

f. At the April Department meeting the department discussed the results and made recommendations for MAT 121, MAT 102 and MAT 122.

g. At the May Department meeting the department discussed the remaining courses MAT 205, MAT 125, MAT 111 and MAT 131 and made appropriate recommendations. Recommendations will be instituted starting in the fall 2009 semester.

Accomplished by Dr. Ming Wang and the entire Department of Mathematics

2. Discussions with the Physics Department showed the need for a second Calculus 1 class that would fit into the Engineering program. At present only the 8 o'clock class was available to engineers. To give the engineers more flexibility a Calculus 1 class was added on Monday, Wednesday and Fridays from 1 to 2:15.

Accomplished by John Wolbeck and Judi Schwartz

3. For the last two semesters the liberal arts courses MAT 113, Mathematics for the Liberal Arts and MAT 114, Contemporary Mathematics have failed to run. After discussions with the Mathematics faculty it was decided to change the time to Monday, Wednesday and Friday from 2 to 2:50. It was hoped that this might be a more convenient time for students.

Accomplished by the entire Department of Mathematics

4. MAT 121, College Algebra in Newburgh was changed from a Tuesday, Thursday section to a Monday, Wednesday, Friday section. This is a very demanding course. It was decided that three times a week would be more educationally sound.

Accomplished by Ken Hirschel and Judi Schwartz

5. The department again took a look at our required and recommended list for all of our courses. All course lists were updated. Changes in the order that topics were taught were made following the gen-ed recommendations.

Accomplished by Michelle Tubbs and the entire Department of Mathematics

6. During the spring 2000 semester the day sections of Foundations of Elementary School Mathematics participated in the Information Literacy Assessment. The assignment asked students to review three articles and one book about teaching Mathematics to children. Maria Blon then performed the assessment using the rubrics supplied.

Accomplished by Maria Blon

Professional Development:

1. Members of the department continue to take graduate mathematics courses.

(a) In the Spring Semester of 2009 Anne Prial, Michelle Tubbs, Barbara Pinkall and Jan Stonick took *Real and Complex Number Systems* at SUNY New Paltz

Accomplished by Anne Prial, Michelle Tubbs, Barbara Pinkall and Jan Stonick

(b) Also in the Spring Semester Amy Rickard and Josh Lavorgna took *Numerical Analysis 1* at Western Connecticut State University

Accomplished by Amy Rickard and Josh Lavorgna

2. On Saturday, March 14, 2009 Maria Blon attended the Ten County Mathematics Conference at Middletown High School. She presented one of the sessions titled "Teaching

Fractions to Future Teachers”. In the presentation she discussed a webcast, use of a calculator, how to work with pattern blocks and transition from concrete to abstract understanding.

Accomplished by Maria Blon

Collaboration and Partnerships:

1. On October 1, 2008 a dinner and Banner training was held for all Community College in the High School teachers. Present were mathematics teachers from Valley Central, Pine Bush, John S. Burke Catholic and Minisink Valley. A Mathematics Department meeting followed where college procedures and faculty concerns were discussed.

Accomplished by Jan Stonick

2. On November 13, 2008 mathematics faculty attended an Orange-Ulster Boces and SUNY Orange Mathematics Faculty exchange. Educators from Orange-Ulster Boces, Middletown High School, Goshen High School, Washingtonville High School, Valley Central High School and Mount St. Mary College attended the conference. Some of the topics discussed were calculator policies, new High School regent’s exams, assessment tests and the Summer Institute.

Accomplished by Barbara Pinkall and Fran Cummins and Judi Schwartz

3. On March 27 Judi Schwartz, Fern Stein, Stacey Moegenburg and John Wolbeck attended the second annual Community College Science Advisory Board at SUNY New Paltz. Discussion included the possible development of a course titled Mathematics for Elementary School Teachers 2. This course would stress geometry.

Accomplished by Judi Schwartz

4. During the spring semester Amy Rickard and Judi Schwartz visited three local High Schools and observed faculty who teach in the Community College in the High School program. At Valley Central Gail Quintoni was observed teaching College Trigonometry, at Florida High School Joe O’Connor was observed teaching Statistics and at Minisink Valley High School Peter Demarco was observed teaching Calculus 1. At Valley Central plans were made for them to teach Calculus 1 starting in the fall of 2009.

Accomplished by Amy Rickard and Judi Schwartz

5. On March 11, 2009 Amy Rickard and Judi Schwartz attended the adjunct meeting and dinner hosted by the Center for Teaching and Learning. Gail Quintoni from Valley Central High School attended.

Accomplished by Amy Rickard and Judi Schwartz

6. On April 21 Judi Schwartz, Rosanna Reyes and Mary Ford met with the principal, guidance counselor and Mr. Joe O’Connor of S.S. Seward High School. It was decided that College Algebra and College Trigonometry would replace Pre-Calculus starting in the fall of 2009. It was agreed that this would be a better foundation for those students that would eventually go on to take Calculus.

Accomplished by Judi Schwartz

7. During the summer of 2009 Maria Blon will join with a Warwick Valley High School teacher to collaborate on teaching strategies. The project is under the Collaborative Faculty Partnership sponsored by the Office of Educational Partnership.

Accomplished by Maria Blon

Student Support

1. On October 10 and 11, 2008 Dr. Ming Wang and Jan Stonick entered two teams (eight students) in the Eastern CCSC Programming Competition held at Hood College in Frederick, Maryland. Out of 24 teams SUNY Orange was the only two year college that entered the competition. One of our two teams came in 10th in the competition.

Accomplished by Dr. Ming Wang and Jan Stonick

2. On Tuesday, November 18, 2008 the Math and Computing Club ran a Math Competition for all students in Intermediate Algebra and Higher. Eleven teams, each made up of 3 students competed for prizes. 1st place prize was \$90, 2nd place was \$60 and 3rd place was \$30. Students composed the questions.

Accomplished by Dr. Ming Wang and Jan Stonick

3. Once again the Mathematics faculty ran a Saturday morning review on December 6, 2008 and May 2, 2009 to review for finals. Reviews were held on the Middletown and Newburgh campuses. Over 270 students attended in the fall and over 180 students attended in the spring.

Accomplished by Fran Cummins, Amy Rickard and the entire Mathematics Department

4. On Thursday, February 26, 2009 from 11:00 to 12:00 the Mathematics Department gave a review session for all interested students from MAT 102, Intermediate Algebra and MAT 121, College Algebra on all types of factoring.

Accomplished by Barbara Pinkall, Fran Cummins and Amy Rickard

5. During the Spring Semester of 2009 semester Barbara Pinkall administered and graded the NYSMATYC Math League Competition Exam. This exam can be used by students scoring well to receive scholarship money. Barbara Pinkall distributed application materials for the NYSMATYC Scholarship. Justin Ross won a \$750 scholarship. He is our first SUNY Orange winner.

Accomplished by Barbara Pinkall

6. On April 24 Dr. Wang brought seven computer science students to Plattsburgh, New York to attend a conference and to participate in a programming competition. The team answered 4 out of 5 programming questions and came in 12th out of 28 teams. Orange County Community College and Westchester County Community College were the only two community college teams that participated in the competition. Orange County placed ahead of Westchester and 15 other teams.

Accomplished by Dr. Ming Wang

SCIENCE, ENGINEERING & ARCHITECTURE AY 2008-2009

Submitted by: John Wolbeck, Interim Department Chair

- Part 1: Astronomy, Geology, Physics, and Chemistry
Gen. Ed and Program Support courses.
AS Liberal Arts: Math Science.
- Part 2: AAS Architectural Technology.
- Part 3: AS Engineering Science.

Part 1: Astronomy, Geology, Physics, and Chemistry.
Gen. Ed and Program Support courses.
AS Liberal Arts: Math Science.

Faculty:

Full-time:

Cynthia MacMahon
Timothy MacMahon
Lawrence O'Brien

Part-time:

Maria Biddle
Thomas Blon
Leonard Burger
Edward Fritche
William Istone
Charles Kocis
Pak Leung
Mark Tatro
Kevin McGee
Virginia Moore

CCHS:

Tricia Brown

Technology

1. A Harriman grant was approved for six new balances. These are similar to balances that are used in all types of fields from the cashier counters to the research labs of today. Accomplished by Cynthia MacMahon.
2. The PASCO data acquisition equipment purchased with a \$11,000 grant from Tech Prep is being used in the Physics laboratories. This equipment has fully modernized one of the physics lab rooms. Virginia Moore and John Wolbeck .
3. The department received three older computers in the Horton Hall. Two for adjunct desks and one for the student lounge for use by students doing research.

4. Two overhead computer projectors are slated to be installed in Ha 314 and HA 316 this summer.

Curriculum and Program Design

1. The Curriculum Committee approved the change of "prerequisite of MAT 101 or tested into MAT 102" to a "Co-requisite of MAT 101" for CHM 103 - Applied Chemistry I.
2. A \$3200 Grant request was submitted and approved through the Harriman Fund to purchase telescopes. The compact telescopes will be 'borrowed' by students for use at home and for the first time a day section of Astronomy will be offered starting this fall. Accomplished by Thomas Blon and John Wolbeck.
3. Three faculty are participating in the SUNY wide Information Assessment review. They are reviewing the research methods of class projects using the SUNY rubric and submitting the projects, along with the findings, to Christine Work. Accomplished by, Pamela Rice-Woytowick, Virginia Moore, and Lawrence O'Brien.
4. A periodic review and evaluation of Applied Chemistry I and II (CHM 103 and 104) was completed. The review showed that these service courses for the Med Lab Tech program are meeting the needs of that program. Accomplished by, Cynthia MacMahon, Rosamaria Contarino, and Nadia Rajsz.
5. John Wolbeck met with the Nursing Department to review and evaluate the quality and compatibility of our Elements of Chemistry: CHM 120 which is a required course for the nursing degree. The Nursing department will be doing a detailed review of their needs and make recommendations in the Fall.

Professional Development

1. Cynthia MacMahon, and Timothy MacMahon keep up to date in the world of Chemistry by serving on the Mid-Hudson Chemistry Board which meets one a month to share information and happening with area Colleges and members of the American Chemical Society.
2. John Wolbeck attended the SUNY New Paltz Colloquium lecture on variable stars. John also had an article titled, 'Timing errors using photo gates' accepted for publication in the 'Physics Teacher' magazine.

Collaboration and Partnerships

1. The SUNY Purchase "STEM" (science technology engineering and mathematics) outreach program was supported for the third time. Two of our science students

are attending the summer 2009 research program at SUNY Purchase. Accomplished by Cynthia MacMahon, and Timothy MacMahon.

2. The chemistry faculty hosted another successful 'Kids Chemistry Night'. Accomplished by Timothy MacMahon, Cynthia MacMahon, and Pak Leung.
3. The chemistry faculty hosted a lecture for the Mid-Hudson ACS on March 24th on the importance of glycosides in our bodies. Accomplished by Cynthia MacMahon, and Timothy MacMahon.
4. Virginia Moore continued her practice of taking students in Physical Science: The Environment on a field trip to the waste water treatment plant for the City Of Middletown, NY.

Student Support

1. The redesign of the office and student spaces in Horton Hall was completed. The Science, Engineering and Architecture Departmental office is now located in the center of the student and faculty space. Cynthia MacMahon has moved into her new office and two adjunct spaces were created. Accomplished by the Facilities Department.
2. The sophomore Engineering students were recommended as Chemistry, Physics, and Mathematics tutors again this year. Encouraging students to tutor helps them to better understand the material and allows them to "give back" a little of what they have been given here at SUNY Orange. Accomplished by Timothy MacMahon, John Wolbeck, and the Tutorial Center.
3. Working with Eileen Burke, the college's professional tutor in Chemistry again held sessions in the Horton Student lounge. These were well-attended and successful and we hope to continue them.
4. Chemistry Club – Participated in National Chemistry Week on the night of October 23rd. Advised by Cynthia MacMahon and Timothy MacMahon.

Part 2: AAS Architectural Technology:

Fall 2008 – 61 students declared major
Spring 2009 – 54 students declared major

Faculty:

Full-time:

Pamela Rice-Woytowitz

Part-time:

Christopher Collins

James Diana

Todd Hassler
Stacey Moegenburg
Kathleen Rifkin
Konrad Von Appen
Andrew Warren

Technology

- Hardware and Software in BT 355 (CAD lab) is being used throughout the curriculum. (All instructors)
- As students progress through the graphics sequence, they scan their projects, thereby creating a digital image of their work (for future incorporation into their portfolios). (Instituted by Pamela Rice-Woytowick, all faculty participate)
- In ARC 201 – Digital Portfolio, there was experimentation with posting student portfolios onto a website. This will continue to be explored. (Pamela Rice-Woytowick)
- In ARC 102 – Advanced Architectural Graphics, capstone project in the course now combines scanned images of hand-produced drawings, digitally-produced drawings, Adobe-produced presentation boards which are subsequently printed on high-quality paper and mounted onto presentation board. (Pamela Rice-Woytowick)
- Instructors in the program are increasingly using electronic communication with students. (All instructors)
- In CAD 2, instruction in and incorporation of Autodesk Architecture software into a project has solidified.
- Arc 212 – Architectural Design 4 continues to incorporate maps into presentations.

Web-based learning:

Currently no Architectural technology course or instructor is using web-enhancement. Because the adjuncts in this program are working professionals, there is resistance to devoting several days to training to use Angel Shells. It is a goal in the program to train faculty (full and part time) to use web-enhancements via Angel Shells via an abbreviated or custom-timed training session.

Curriculum / Program Renewal

- Most of the changes came in the form of assignments, projects, and the integration of technological tools within them. (See above) (All instructors)
- The only change in content in the curriculum was in Arc 220 – Mechanical and Electrical Equipment for Buildings. A new adjunct instructor (Christopher Collins, a Registered Architect and recently certified LEED professional) came on board and worked closely with Stacey Moegenburg to retain the heart of the course as an overview of mechanical and electrical systems of which architects would need a basic knowledge while introducing the basic tenants of sustainable practices with such systems. There is room to expand this area of study within the course and the program.

Professional Development

- Pamela Rice-Woytowick has taken online graduate courses through Kansas State University in Community and Sustainable Development.
- Pamela Rice-Woytowick is in the process of taking the Architecture Registration Exam (ARE).
- Three adjunct instructors, James Diana, Andrew Warren and Christopher Collins, became LEED Certified within this academic year. Their expertise in green and sustainable design methods and procedures is a major asset for the program.
- Stacey Moegenburg is continuing to serve as the Interim Associate Vice President of the college's Business, Math, Science & Technologies Division, as well as oversee Learning Assistance and the Center for Teaching and Learning.

Collaboration / Partnerships

- Andrew Warren organizes periodic seminars and building product information sessions for the students. These sessions are open to local architectural and engineering professionals. Andrew is to be applauded for managing these sessions and facilitating the interaction at these sessions between students and local professionals.
- Pamela Rice-Woytowick worked closely with Fred Sussmann and the staff of Kindercollege to develop a hypothetical project for a new Kindercollege building on campus. The exercise gave the Kindercollege staff an opportunity to flush out ideas about an ideal facility and provided students an opportunity to work on a project with "real" clients and a site on campus.
- Pamela Rice-Woytowick and Andrew Warren work with their students and the Architecture Club to provide manpower to local Habitat for Humanity houses being built.

Student Support

- Architecture Club remains active, although fundraising was a particular challenge this year. The goal was to plan and raise funds for a trip to Boston this May. The trip has happened. The club is also involved in local Habitat for Humanity projects. (Advisor: Pamela Rice-Woytowick).

Impact of Newburgh Campus

- The Newburgh Campus will have no bearing on the offerings in the Architectural technology Program. The offerings are housed at Middletown in and around BT 353 and BT 355 facilities.
- As construction progresses on Kaplan Hall, site visits in the courses in the building materials and methods sequence will take place.

Part 3: A.S. Engineering Science

Fall 2008 – 92 students declared major

Spring 2009 – 86 students declared major

Faculty:

Full-time:

John Wolbeck

Part-time:

John Cummins

David Davies

Richard Feinberg

CCHS:

Jonathan Morey

Technology:

1. A \$6,000 Grant was submitted and approved through the Orange Tech Prep program to fund the construction of a Solar Powered speed boat. Accomplished by John Wolbeck, Rosanna Rosello-Reyes, and Polly Giragosian , and Tech Prep.
2. The new ‘smart’ projector in HA 312 is being used in the Mechanics 1 EGR 205 (Statics) course to showcase different bridge designs.

Curriculum and Program Design:

1. A search committee was formed with the goal of finding a new tenure track Engineering Instructor. Three engineering faculty have retired (see part-time list) and the lines need to be replaced. The candidates will be interviewed in a few weeks. There were 78 applicants for this position. Accomplished by John Wolbeck, Janet Sonick, Timothy MacMahon, and Lawrence O’Brien.

Professional Development:

1. The students in the Engineering Club and Engineering Faculty attended a Hudson Valley Professional Engineering Seminar in February. There the students displayed the solar/electric car and talked with Engineers that work in the Hudson Valley. This annual event is a great networking experience for our Engineering students and many summer internships are developed through this process. David Davies and John Wolbeck. The event was also attended by Jonathan Morey where he showcased work that his BOCES engineering students have done in the area of machine design.
2. John Wolbeck completed 12 hours of continuing education credits, as mandated by the Professional Engineering licensing board of New York State.

Collaboration and Partnerships:

1. The second meeting of the SUNY New Paltz Community College transfer advisory board was held this spring. SUNY New Paltz is aggressively seeking any engineering students that are interested in pursuing an Electrical

Engineering Bachelors degree. Our articulation agreement was reviewed and the idea of a transfer scholarship was discussed. Stacey Moegenburg , John Wolbeck.

2. John Wolbeck, John Cummins, and three engineering students traveled to Aquinas High School in New York City to give a presentation for ‘Bridges to the Future’ a grant funded project designed to stimulate interest for inner city high school girls interested in pursuing careers in mathematics and engineering. The school was visited three times to assist the students with the design and construction of bridges made from popsicle sticks, On the final visit the bridges loaded with weights until they collapsed. This program was very successful and meets a departmental goal of developing interest in mathematics and engineering in high schools. We have been asked to repeat the program again next year.
3. The professional outreach program with Cultural Affairs and the Lyceum lecture series offering Continuing Education opportunities for Professional Engineers in Orange County was continued with two lectures this year: ‘Geothermal heating and cooling’ by Dr. Warren Allmon on March 31, and ‘Cooling Mother Earth’ by Dr Robert Spiegelman on March 4. The professional outreach program has now been extended to licensed Architects as well. In total twenty-six local professional architects and engineers attended. Accomplished by Dorothy Szefer and John Wolbeck.

Student Support:

1. The sophomore Engineering students were recommended as Chemistry, Physics, and Mathematics tutors again this year. Encouraging students to tutor helps them to better understand the material and allows them to “give back” a little of what they have been given here at SUNY Orange. Accomplished by Timothy MacMahon, John Wolbeck, and the Tutorial Center.
2. The Engineering program had 14 sophomores transferring to upper division schools. Andrew Kisiel and Steven Lamica each received a \$75,000 scholarship to attend RPI in Albany.
3. The engineering students designed and constructed a Solar Powered speed boat. The students hope to be attending their first regatta this June at the Newburgh waterfront during a celebration of the 400 year anniversary of the discovery of the Hudson River corridor. The event is open to High School and College students. Accomplished by John Wolbeck and students.
4. Engineering Club – Advised by John Wolbeck and John Cummins.

HEALTH PROFESSIONS DIVISION

- Dental Hygiene
- Diagnostic Imaging
- Laboratory Technology
- Movement Sciences
- Athletics
- Nursing
- Occupational Therapy Assistant
- Physical Therapist Assistant/Massage Therapy

**HEALTH PROFESSIONS DIVISION
SUMMARY
AY 2008-2009**

Submitted by: Michael Gawronski, Associate Vice President

As the division's Associate Vice President (AVP), it is my pleasure to present a brief summary of the accomplishments of the faculty and staff of the Health Professions for the 2008-2009 academic year. This summary is prepared around the five common themes established by the Academic Master Plan 2005-2010: *Technology, Curriculum Change / Program Design, Professional Development, Collaboration and Partnerships, and Student Support*. This report also includes annual summaries from all of the Health Professions Departments including: *Dental Hygiene, Diagnostic Imaging, Laboratory Technology, Movement Science, Nursing, Occupational Therapy Assistant, and Physical Therapist Assistant/Massage Therapy and Athletics/Recreation*.

The division's leadership team consists of one Associate Vice President, seven Department Chairs and one Athletic Director. Two changes in the Divisions leadership occurred this past academic year. First, in July of 2008, Interim AVP Sharon Ahearn returned to her position as Coordinator of Recreation when Michael Gawronski began serving as the Division's full-time AVP. Second, in August of 2008 Interim Department Chair Robert Misiak returned to his position as Assistant Professor when Ronald Kopec began serving as Chair of the Diagnostic Imaging Department. The Division's leadership team met regularly throughout the academic year to address College, Divisional and Departmental challenges and opportunities.

The Health Professions Division, like other areas of the College, continued to make advances surrounding the five common themes established by the Academic Master Plan. Despite budgetary constraints within the College and the Division, it has been a productive year for the Health Professions. A summary report like this one cannot do justice to all the hours of teaching that occurred, to the hours of advising that students received, to the curricular activities developed to enhance learning, to all the scholarly and creative efforts of our faculty members, or to their services to their departments, professions and our region. To gain a fuller appreciation of all the activities of the past year, I invite you to read each of the Departments annual summaries. In those reports is a wealth of information that will make us proud. I am grateful to the Department Chairs for providing information for this annual report. After reading through this report, I am sure you will agree that we are a dynamic and inspiring Division.

The bulleted list that follows highlights the many accomplishments of the Health Professions accomplishments of the 2008-2009 academic year.

Technology

- In Diagnostic Imaging, Radiography Tutorial Software modules were installed in the BATCAVE, as well, state-of-the-art radiography lab equipment including computerized radiography equipment was utilized in both fall and spring semesters.
- In Laboratory Technology, an additional Pointe Clinical Chemistry Analyzer has been purchased and proves to be essential for laboratory performance and evaluation of students.
- The Movement Science Department purchased 24 heart rate monitors which are used in Concepts of Wellness. They also purchased two new office computers, upgraded their student worker computer, and purchased a wireless printer.
- The Nursing Department continues to strive towards increasing technology throughout the program. The following equipment purchases were made: a Sim-NewB model, Nursing Annie model, crash cart, medication cart, infant bed warmer, defibrillator life pack and micro-simulation software. The Department received an Innovations Grant for a project entitled, 'Clickers in Nursing'. They were able to purchase 'iclickers' instructional technology for the classroom.
- The continuation of funding through a Tech-Prep Grant has allowed the Occupational Therapy Assistant Department to enhance their computer hardware and software technology in the Lab. Grant money was also used to send a 2nd year student to a training workshop in the application of the *Captain's Log*; a cognitive rehabilitation software program.
- The Physical Therapist Assistant Department purchased a combination unit consisting of ultrasound and multiple electrical stimulation forms.

Curriculum and Program Design

- The Diagnostic Imaging Department responded to accreditation concerns by JRC/ERT which resulted in the agency granting Full Accreditation for an 8 year Period. The next site visit is scheduled for 2016. The Addition of 2 major Clinical Affiliations: *Vassar Brothers Medical Center* and *St. Francis Medical Center* were established and expanded the clinical component of the program.
- Enrollment continues to grow in Medical Laboratory Technology. Both of the Departments programs, Medical Laboratory Technician and Phlebotomy are due for re-accreditation and both self-studies are due to their accrediting agency on June 1, 2010.

- The Movement Science Department implemented a block schedule for Exercise Studies students and included more practice-skill-activities.
- The Nursing Department sponsored an interdisciplinary course 'Introduction to the Health Professions'. They have changed the nursing curriculum psychology prerequisite from Psychology of Adjustment to General Psychology 1. In addition, the Department received a SUNY High Needs Nursing Grant which will be used to increase program enrollment providing admission opportunities to advanced standing students (LPN to RN) and readmission opportunities for eligible returning students.
- The Occupational Therapy Assistant Department has made improvements to their service-learning opportunities for students. They are now required to design a community-service project that they will continue throughout the four semesters of the program. Additionally, the Technical Writing I & II courses in the 1st and 3rd semester, co-taught by OTA and English faculty, continue to undergo revisions to incorporate and enhance a problem-based learning approach in documentation skills.
- The Physical Therapist Assistant Department successfully submitted their programmatic self-study report and hosted the CAPTE (Commission on Accreditation in Physical Therapy Education) accrediting bureau's on-site review team. They reaffirmed Orange County Community College's Physical Therapist Assistant programs accreditation status with the next action; a progress report that is to be written and submitted during the month of February 2010.

Professional Development

- All faculty in the Dental Hygiene Department completed continuing education as mandated for licensure. Three full-time faculty members attended the state conference in White Plains, NY.
- Several faculty in the Diagnostic Imaging Department attended conferences given by their respective professional organizations.
- In Laboratory Technology, all faculty participated in continuing education activities.
- The Nursing faculty is actively involved in professional development activities. One faculty member was honored for her teaching excellence and received the *2009 Chancellor's Award* for teaching excellence and the *SUNY Orange Presidents Award* for Teaching. Several faculties have attended post-master's certification courses in nursing education. In addition, one faculty member is a *Certified Nurse Educator* and another faculty member received his *Doctorate in Nursing Practice*.

- The Chair, Academic Fieldwork Coordinator and 1 Adjunct Instructor in the Occupational Therapy Assistant Department completed professional development courses and attended the National OT Conference in Houston, Texas.
- In the Physical Therapist Assistant Department, continuing education course work has been pursued and completed independently by the program faculty.

Collaboration and Partnerships

- The Nuclear Medicine Program, sponsored by Diagnostic Imaging and offered through CAPE, is now undergoing review and revision.
- The Med Lab Tech Society participated in the annual Adopt a Family event.
- Rosamaria Contarino and Kirsten Gabrielsen worked with Stacey Moegenburg and JMZ on the design and layout of the future Microbiology for the Health Professions lab at the Newburgh campus.
- The Movement Science Department has worked with CAPE and offered facility usage for ballroom dancing & SCUBA classes; offered personal training, swim lesson sessions, and lifeguard training classes. Additionally, the Department held healthy employee programs: walking, fitness Fridays, yoga, and faculty spin classes.
- The Nursing Department continues to collaborate with Orange-Ulster BOCES and Mount Saint Mary's College and Sullivan County Community College on the sharing of clinical resources in the county. They have also collaborated with hospital administrators from St. Luke's Cornwall Hospital, Orange Regional Medical Center and Catskill Regional Medical Center to explore the use of simulation technology in providing realistic training opportunities for recently hired nurses and for cross training and certification of nurses currently employed by these hospitals.
- The Occupational Therapy Assistant Department, Educational Partnerships, and CAPE co-sponsored the *S.M.A.R.T. Program (Sensory Motor Activities & Recreational Transition)*. The program was offered twice a week for four weeks for children ranging from Pre-K, K-2 and 3rd to 5th grades. The Department in collaboration with the NYSOTA Hudson-Taconic District sponsored a regional OT conference.
- The first year Physical Therapist Assistant students were involved in a collaborative project with the Biology Department when they were charged with assessing the walkways for accessibility to the new garden behind Hudson Hall. The students submitted a report to the Biology Department complete with

recommendations for modifications to be made to the paths and potential 'green' pathway surfaces for optimum accessibility. This garden is a collaborative project of SUNY Orange Biology Department and the Cornell Cooperative Extension's Master Gardeners Program.

Student Support

- In Dental Hygiene, outcomes assessments were completed from data collected from several sources including alumni, program completion and employer surveys. Additionally, this year an *Accreditation Site Visit* was completed. This information is used for program improvement.
- Students supported by the Diagnostic Imaging Department received first and third place awards for an essay contest supported by the New York State Society of Radiological Sciences, Inc, (NYSSRS).
- The Medical Laboratory Technology Society offered "Protect Thyself from Disease and Pestilence" given by John Hunziker, an infection control specialist and adjunct instructor in the department. This continuing education offering was attended by the department faculty and students as well as members and students from all of the health professions.
- The Movement Science Department began early advising days for students who were given pin numbers early for on-line registration. In addition, the Department offered Women's Soccer Intramurals, a spring 5K run, and supported two new student clubs: cheerleading & dance. Movement Science and Athletics saw the replacement of the Gym Floor and completion of a new Softball Field.
- The Nursing Department accepted 124 freshmen students as well as 79 students continuing in Nursing III. The total enrollment was 203. Through grant funding, additional hours for skill help were made available to students in the evening and on weekends, the skills laboratory was open to students' every other Saturday throughout the spring semester, a part-time Simulation Coordinator position was created to facilitate the integration of simulation education into the curriculum.
- The Physical Therapist Assistant Department's academic year began with a total of 44 students in the PTA program and 2 students in the Massage Therapy Program. The attrition rates for first and second year PTA students are improved when compared to last year's statistics. The Massage Therapy Program successfully graduated the last two matriculating students' spring 2009. These graduates mark the completion of the Massage Therapy Program at SUNY Orange. The enthusiasm and determination of the PTA Program candidates are evident with their successful pursuit of admissions.

DENTAL HYGIENE AY 2008-2009

Submitted by: Roberta Smith, Department Chair

I. Academic Master Plan Accomplishments:

A. Technology:

1. Upgrading of capital equipment for the Clinic did not occur as the approved PBIE funds were frozen.

B. Curriculum Change/Program Design:

1. The department continues to maintain 3 articulation agreements for continued studies.

C. Professional Development:

1. All faculty completed continuing education courses as mandated for licensure.
2. Three full-time faculty members attended the state conference at White Plains, NY.

D. Collaboration and Partnerships:

1. No courses were offered through CAPE.

E. E. Student Support:

1. Outcomes assessment is completed annually from data collected from several sources including Alumni, Program Completion, Employer surveys and course evaluations. Additionally, this year an Accreditation Site Visit was completed. This information is used for program improvement.
2. Departmental tutoring and academic support is available throughout the course of the program.

II. Departmental Plans: AY2008-2009

A. Program Goal 1: Refurbish Clinical Equipment

1. Not accomplished due to frozen funds.

B. Program Goal 2: Upgrade technology

1. Not approved by PBIE.

C. Program Goal 3: Hire a technical assistant

1. Not approved by PBIE.

D. Program Goal 4: Collaboration with CAPE

1. No courses were offered this year.

III. Departmental Goals: AY2010-2015

A. Departmental Goals: 2010-2011:

1. Refurbishment of clinical equipment (dental units).
2. Upgrade departmental technology.

B. Departmental Goals: 2011-2012:

1. Refurbishment of clinical equipment (dental units).

C. Departmental Goals: 2012-2013:

1. Replacement of large clinical equipment (auto processor).

D. Departmental Goals: 2013-2014:

1. Refurbish clinic waiting room.

E. Departmental Goals: 2014-2015:

1. Replace lockers in locker room.

DIAGNOSTIC IMAGING AY 2008–2009

Submitted by: Ron Kopec, Department Chair

Five Common Themes (Academic Master Plan 2005-2010)

As a result of the program review process, common themes surfaced that pertained to all departments. The following categories emerged as areas of significant importance and consideration:

1. **Technology** – Due to the dynamic nature of current technologies, computer programs, software and hardware are constantly evolving. Updates and improvements are necessary to meet the challenges of the education and preparation of our student body in Allied Health Care Academia.

Completed:

- Installed Radiography tutorial software modules in BATCAVE available now for students' self-directed learning
- Utilizing our state-of-the-art radiography lab equipment including computerized radiography equipment in both Fall and Spring RAD courses

Proposed:

- **Need to upgrade** computer hardware and software within faculty and department offices on a consistent three-year cycle;
- **Need to upgrade** computers accessible to Radiography students in our lab, and in the tutorial learning centers, i.e. BATCAVE

Ensure that non-computer related technologies, tools, capital equipment needs and budgetary requests are kept current.

2. **Curriculum Change/Program Design**

- Although the OCC Radiography Program had experienced a successful Joint Review Committee on Education in Radiologic Technology (JRC/ERT) site visit on April 17, 2008, deficiencies found with Objectives: 1.6, 2.9, 2.10, 4.1, and 6.3 required a response along with supporting documentation by June 27, 2008.
- The withdrawal from the Radiography Grant in September '08, by all except one clinical affiliation, has had a major impact on the level of clinical supervision that the OCCC radiography students receive. This represented almost a \$200,000.00 loss of funding used for supervision of our students within the clinical affiliations.

The OCCC radiography program was risking probationary status subsequent to the absence of documentation and the insufficient response provided to the JRC/ERT.

The actions / inactions of OCCC would have resulted in a reduction of accreditation from five years to three years.

- Current Program status:
 - All deficiencies have been addressed successfully.
 - All affiliations are currently recognized by the JRC/ERT.
 - All clinical instructors are credentialed and approved by the JRC/ERT.
 - **FULL ACCREDITATION, 8-YR, Interim Report due 2013, next site visit 2016.**
- The previous secretary has been transferred to another building; the newly hired secretary is working collaboratively with both the Radiography and Dental Hygiene Departments.
- Faculty schedules are established and consistent.
- Hospitals are now providing a staff technologist, to supervise students in lieu of their patient care duties, when the OCCC clinical adjunct is not present.

The component of clinical supervision which was funded by the hospitals and which subsidized half of our clinical adjuncts' supervision of students is now taken up by designated hospital employees. This was a massive undertaking, requiring identifying, training and evaluating the hospital Clinical Instructors. In some cases this restructuring resulted in rewriting hospital job descriptions to insure compliance.

- Certain components of the students' clinical education are being moved on-line as a result of the loss of Grant Funding. This will maintain the quality of our students' clinical experiences.
- Web site has been updated to reflect significant changes in the Radiography program.
- Addition of two major clinical affiliations: Vassar Brothers Medical Center and St. Francis Medical Center. The addition of these two sites expands the clinical component of our program and increases the employment opportunities for our graduates.
- RAD 219 Medical Terminology faculty trained; presently a DL course, starting Fall of 09.

3. **Professional Development** - Support sabbaticals, licensure and CEU's, and attendance at national, regional and state conferences to stay abreast of current trends and to acquire new knowledge

The department faculty participated in the following professional capacities and events:

1. *Campus Community:*

- *Co-chair of the Assessment Advisory Committee*

2. *Professional Organizations Membership:*

- *ISRRT- International Society of Radiographers and Radiological Technologists*
- *ASRT-American Society of Radiologic Technologists*
- *AERS-Association of Educators in Radiologic Sciences*
- *NYSSRS- New York State Society of Radiological Sciences, Inc.*
- *AERT-Association of Educators in Radiologic Technology*

3. *Service to the professional organizations:*

- *ASRT-Education Delegate Region 9*
- *Radiography Delegate Region 9*
- *Vice-chair of the Commission of Education*
- *Member of the Curriculum Committee*
- *NYSSRS-First Vice-president*
- *Secretary*
- *Speaker at Annual Conference*

4. *Attendance at Annual Conferences:*

- *October-AERT*
- *April-NYSSRS*
- *June- ASRT*

4. **Student Support** – The following suggestions and issues were identified:

Student Clubs - Radiography Club re-instated with new advisor after some issues became evident

- Implement changes to club rules, regulations and procedures to be more accommodating to the Allied Health Students
- Mandatory College-wide club activities are scheduled at times Allied Health students are in clinical rotations
- Consider an allotment of club monies which can be moved from one line to another. I.e. room expenses are less than allotted then surplus should be used to offset registration costs if they exceed allotted amount.
- Chaperones: no funding
- Chaperones no description of responsibilities if students are over 21yrs.
- Ensure that adequate tutor services and academic assistance are available to meet the needs of students;
- This academic year the department was able to support the students learning with an additional tutor for skill testing.

Student Participation in professional events:

- *Students received first and third place awards for an essay contest supported by the NYSSRS*
- *Five students attended the annual conference of the NYSSRS*
- *Three of the students participated in a Student Bowl which included students from seven different radiography schools.*

5. **Collaboration and Partnerships** –

- *Collaborate with other Allied Health Departments regarding secretarial support services*
- *Commitment of \$25,000 from Orange Regional Medical Center for creation of a Nuclear Medicine Program.*

Collaborate with the Center for Adult and Professional Education (CAPE) to build alignment between credit and non-credit offerings, certifications and continuing education courses.

- *Collaboration is taking place in structuring a Certificate Nuclear Medicine Program.*
- *Collaborate with CAPE in establishing an MRI training program*
- *The Nuclear Medicine Program will be offered with a combination of both day and evening courses to meet the needs of working students.*

LABORATORY TECHNOLOGY AY 2008-2009

Submitted by: Rosamaria Contarino, Department Chair

Technology and Equipment:

- An additional Pointe Clinical Chemistry Analyzer has been purchased. This additional workstation is essential for laboratory performance and evaluation of the students.
- A hematology analyzer is in the process of being purchased utilizing grant funds.

Curriculum and Program Design:

- Enrollment in Medical Laboratory Technology continues to grow. The program is full and Admissions has established an alternate list. This is very exciting since there is a critical need for laboratory professionals and a national shortage. Phlebotomy continues to be very popular, especially during these economic times when a 15-week course can allow a student to be certified in an entry level health related discipline.
- Clinical training for the spring was creatively scheduled so that the students did not need to return to campus for classes in the afternoon. This allowed the clinical training sites more flexibility and options so that they could support our larger graduating class.
- Histology was offered on a Friday this spring so that both freshman and sophomore students were able to take this elective course. Several students have gained employment in the Histology discipline as a result of taking this course and obtaining their degree in Medical Laboratory Technology.
- The Medical Laboratory Technician and Phlebotomy Re-accreditation approval reviews will be combined and the self-study for both programs will be due to NAACLS on June 1, 2010.
- The department chair continues to revise and update evaluation tools for both programs. The employer survey for Laboratory Technology and Phlebotomy has been revised to improve the clarity of the questions so that better feedback can be gained. Phlebotomy evaluation forms have been revised and a new proctor evaluation of student progress form has been created. The general phlebotomy objectives have been updated in terms of safety, HIPAA and confidentiality guidelines.

Professional Development:

- Full-time faculty members in the department participate in continuing education activities regularly.
- Rosamaria Contarino completed Bailey and Scott's Diagnostic Microbiology 11th Ed. Sections A and B and Ethics: A Code for the Laboratory. She also took Basic and Intermediated Microsoft Excel 2003 through CAPE in the fall.
- Nadia Rajszt attended the CLMA Conference on Licensure at Siemens in Valhalla, NY. She also completed an online course on Infectious Disease at UMDNJ.
- Marie DeFazio-Schultz continues to participate as a member of the SUNY Leadership Conference team. She has assisted in the re-creation of a new laboratory technology department display case design. Marie has also received training in AED and CPR.
- Kirsten Gabrielsen attended "What's going on in NYC Microbiology" sponsored by the ASCP at Orange Regional Medical Center and "A Day of Safety" sponsored by the Health Council of the Hudson Valley. Kirsten has also acquired AED and CPR training.

Collaboration and Partnerships:

- The Laboratory Technology Department chair along with the other Health Professions chairs met with Paul Broadie to determine the direction of the Health Services Office during its transition of new leadership.
- Nadia Rajszt represented the department and participated in the College-Wide Information Literacy Assessment.
- The Med Lab Tech Society participated in the annual Adopt a family event.
- Rosamaria Contarino and Kirsten Gabrielsen worked with Stacey Moegenburg and JMZ on the design and layout of the future Microbiology for the Health Professions lab at the Newburgh campus.
- Community Blood Services is currently working with the department to create a post-graduate internship opportunity for our medical laboratory technology students in their state of the art cord blood stem cell research lab and blood processing center. The department is also trying to create an independent study internship for an interested sophomore student in the future for SUNY Orange credit. Petra Wege-Beers is assisting the department in this effort.

- A special thanks to all of our clinical facilities who took additional students and made special accommodations so that our largest class in a long time was able to complete clinical training. The clinical training facilities are short staffed but they made special sacrifices to help the college and the program.

Student Support:

- The Medical Laboratory Technology Society offered “Protect Thyself from Disease and Pestilence” given by John Hunziker, an infection control specialist and adjunct instructor in the department. This continuing education offering was attended by the department faculty and students as well as members and students from all of the health professions.
- The department faculty continues to assist students past and present with licensure and certification requirements.
- Pre-admission orientations have been provided continuously throughout the spring semester to allow students into the program after the February 1st deadline and to fill the remaining seats in the program.
- Kirsten Gabrielsen maintains the department’s website and continuously updates it with relevant information such as talks, orientation dates and open houses.

MOVEMENT SCIENCES AY 2008-2009

Submitted by: Sheila Stepp, Department Chair

Technology

- Used bioelectric body composition analysis
- Purchased 24 heart rate monitors- used in Concepts of Wellness and aerobic fitness classes
- Two new office computers, upgraded student worker computer, purchased wireless printer
- New software used in Introduction to Human Movement
- Students used on-line registration- Spring 2009

Curriculum and Program Design

- Implemented a block schedule for Exercise Studies students
- Included more practice-skill-activities
- Followed college wide Tuesday & Thursday schedule

Student Services

- Began early advising days- students signed up and were given pin numbers early for on-line registration
- Increased number of Student/Faculty/Staff facility usage
- Offered Women's Soccer Intramurals
- Offered a Spring 5K run
- New Softball Field
- New Gym floor
- Supported two new student clubs Cheerleading & Dance

Partnerships

- SUNY Youth Sports Coaching Certification
- CAPE- facility usage for Ballroom Dancing & SCUBA. Offered Personal Training, three swim lesson sessions, and lifeguard training classes.
- Offered healthy employee programs- walking, fitness Fridays, and yoga
- Faculty spin classes
- Middletown Recreation used facility
- Hosted Section IX Tennis tournament

Professional Development

- American Red Cross instructors have been updated with new courses
- Emergency Preparedness training for building volunteer
- Attended Assessment Conference

ATHLETICS AY 2008-2009

Submitted by: Wayne Smith, Director

The SUNY Orange Athletic Department runs varsity sports for the student body. We also offer intramural activities for the campus community and recreational activities for the general public. We offer nine varsity sports, and are a member of the NJCAA Region XV and the Mid-Hudson Conference. The athletic department understands its role as a recruiting tool for the college, as well as our part in retaining students at Orange. The Department also strives to be a rallying point for the campus community and community at large. We pride ourselves on the quality of our programs, our adherence to NJCAA rules and ideals, and strive to be the model athletic program at both the conference and regional levels.

In the 2008-2009 academic year over 100 student-athletes participated on various varsity sports teams. One student received the prestigious SUNY Chancellor's award for student-athletes that achieve both on the court and in the classroom. Two of our teams received regional sportsmanship awards, and our athletic department received the "Mickey Crowley Cup" for overall sportsmanship. We had numerous individuals recognized on post season all-star teams and academic teams.

From an operational standpoint improvements were made to the gym floor and lighting system. We were able to work around the construction delays in the fall by working collaboratively with the Middletown Recreation Department and the Middletown High School. The new softball field was completed and will give our softball team a great new home. The job was completed by our maintenance and grounds workers, and they did an excellent job. The dedication of the field, held on 4/17 was a great event for not only the athletic program, but for the college as well.

We began using a new bus company for some of our trips, and they did a good job. We were able to save some on travel costs by renting vehicles for smaller roster teams on their shorter trips. The official fees increased as per the regional contract, as did the assignors fees. The quality of officiating and the scheduling and rescheduling officials is good.

Our letters of intent and all eligibility is now done electronically. We had a random NJCAA audit this fall and hand no problems. Student monitoring and advising helps to retain our athletes. The counseling center had been of great assistance with this past couple of years. The coaches and faculty mentors continue to be keys in this process.

The individual teams did fundraising as we have in the past to help with additional travel and athletic gear needs. Clinics, leagues, raffles and gear sales all went well. Camps and leagues have been restarted to assist us with equipment and supply needs.

Summary of Team Sports- Records and Achievements:

Men's Soccer	
Head Coach: Victor Tobar	Assistant Coach: Victor Tobar Jr.
Roster: 19	Record: W 2 – L 12 – T1
Honors: Mid Hudson Conf. Team 2 nd Team – Diego Rivera and Kevin Turco	

Women's Volleyball	
Head Coach: Peggy Roda	Assistant Coach: P.J. Bertholf
Roster: 8	Record: W 20 - L 3
Honors: Chancellor's Award – Jeannette Convery, GPA 4.0 Region XV Team – 1 st Team: Jeannette Convery; 2 nd Team: Michelle DeNisco Honorable Mention: Kerri Gannon Mid Hudson Conf. Team – 1 st Team: Jeannette Convery & Kerri Gannon All Academic Team 3.0 or Better: Jeannette Convery - 4.0, Kerri Gannon - 3.32	

Women's Tennis	
Head Coach: Sam Markovits	
Roster: 6	Record: W 2 - L 7

Women's Basketball	
Head Coach: Peggy Roda	Assistant Coach: P.J. Bertholf
Roster: 7	Record: W 12 – L 15
Honors: 2 nd Place in Conference Tournament Mid Hudson Conf. Team – 1 st Team: Colleen Decker & Chelsea Gallagher All Academic Team 3.0 or Better: Devin Meikle – 3.19	

Men's Basketball	
Head Coach: Thomas Rickard	Assistant Coach: Jamaal Ennis
Roster: 18	Record: W 13 - L 16
Honors: 4 th Place in Conference Tournament Mid Hudson Conf. Team – 2 nd Team: Anthony Martin	

Softball	
Head Coach: Stacey Morris	Assistant Coach: Peggy Roda, Maria Randazzo. Trainer: Michelle Henn
Roster: 14	Record: W 9 - L 15
Honors: Presidential Scholarship: Kristen Schork All Academic Team 3.0 or better: Devin Meikle – 3.19, Kerri Gannon – 3.32, Carolyn Behler – 3.39, Jen Kaluczski 3.00, Kate Sarno – 3.40, Kristen Schork – 3.56.	

Baseball	
Head Coach: Wayne Smith	Assistant Coach: Matt Uhrig, Nick Marino, Blake Seekamp, Steve Cabarcas, Damon Kennedy. Trainer: Michelle Henn
Roster: 24	Record: W 20 - L 13
Honors: 2 nd Place – Region XV Tournament Region XV Team: 1 st Team: Corey Booth, Matt Butenhoff, Aron Carmen 2 nd Team: Joe Salma, Mike Casabona, Sean Marsiglia Mid Hudson Conf. Team: 1 st Team: Corey Booth, Mat Butenhoff 2 nd Team: Mike Casabona, Sean Marsiglia Region XV Defensive Team: Chris Lapenna, Corey Booth, Matt Butenhoff, Conor Sullivan All Academic Team 3.0 or better: Joe Salma 3.6, Matt Butenhoff 3.4	

Golf	
Head Coach: Paul Rickard	Assistant Coach: Tony Jaccarino
Roster: 4	Record: N/A
Honors: National Qualifier: Ryan Sonnenschein	

Men's Tennis	
Head Coach: Sam Markovits	
Roster: 8	Record: W 3 - L 4

Mid Hudson Athlete of the Week		
September 22 nd	Volleyball	Kerri Gannon
November 18 th	Basketball	Blake Williams
January 5 th	Basketball	Colleen Decker
January 26 th	Basketball	Chelsea Gallagher
March 30 th	Baseball	Matt Butenhoff

The **Intramural Sports Program** provides a variety of individual sports, team's sports, and fitness activities to the Campus Community. This program gives students, faculty, and staff the opportunity to exercise, socialize, and compete within the confines of a positive, friendly, atmosphere. In so doing, the Program serves as retention tool for currently enrolled students, while maximizing the use of the Physical Education facilities.

Listed below are the team and individual sports that were offered during the fall and spring semesters, along with the number of students who participated.

Activity	# of participants
Indoor Soccer	17
Women's Soccer	5
Dodge Ball	42
Volleyball	57
3 vs. 3 Basketball	59
Racquetball	9
Spring 5K Run	34
Fitness Fridays	23
Walking at Work	27
Faculty vs. Student Softball	29

Our **Public Recreation Program** provides Community members with access to the Physical Education facilities on Friday evenings, Saturdays and Sundays. Adults and children may use our swimming pool, tennis courts, racquetball courts, and weight room (adults only) for a nominal fee. Group rentals of the gymnasium, swimming pool, studio, courts, and fields are also permitted. Many families take advantage of this by using our facilities as the site for birthday parties, family outings, and club get-togethers.

Adult volleyball and basketball groups use the gymnasium on most weekends for recreations group play.

Providing this program as a public service helps showcase the campus to potential student athletes, supporters and contributors. Providing these exercise options helps improve the quality of life for the residents of Orange County and beyond.

The weekend hours for the public extend from September through mid summer.

During the 2008-2009 academic year thousands of adults and children take advantage of the facilities. Over 2,600 people used the swimming pool for either open swim, lap swim or by attending a pool party. Our racquetball courts were used by more than 1630 players from September through May.

While our priority is to allocate space and time to our Physical Education classes and Athletic Teams, we are also pleased to be able to provide this much needed service to the general public.

NURSING AY 2008-2009

Submitted by: Patricia Slesinski, Department Chair

The 57th year of the Associate Degree Nursing Program

TECHNOLOGY:

- The Nursing Department continues to strive towards increasing technology throughout the program. The goal for AY 2008-2009 was to integrate simulation technology to a greater degree into the curriculum. That goal was reached, thanks to CTEA and Tech-Prep grant funding. Instructional hours were dedicated to the initiative, so that students were given an opportunity to participate in predesigned clinical scenarios. Student evaluations of these experiences were extremely positive. We will continue the initiative for AY 2009-2010. At a recent curriculum committee meeting, 100% of the faculty agreed that simulation technology has had a positive effect on increasing students' confidence level in the clinical setting. In the spring 2009 semester a critical thinking pre and post test was administered to a pilot study group of Nursing 4 students to measure the effect of simulation on their critical thinking/reasoning ability. An analysis of the data results is currently underway. Additionally, the following equipment purchases were made: a Sim-NewB model, Nursing Annie model, crash cart, medication cart, infant bed warmer, defibrillator life pack and micro-simulation software. We also received an Innovations Grant for a project entitled, 'Clickers in Nursing'. We were able to purchase 'iclickers' instructional technology for the classroom. This will allow us to engage the students in their learning. Over the summer, faculty will be logging on to a webinar to learn how to best integrate this technology into the classroom.

CURRICULUM AND PROGRAM DESIGN:

- The faculty continues to review the curriculum. Two initiatives achieved this year, were the sponsorship of an interdisciplinary course 'Introduction to the Health Professions' and the change in the nursing curriculum psychology pre-requisite from Psychology of Adjustment to General Psychology 1. These two initiatives were recently approved by the college's curriculum committee and by the Interim VPAA. For AY 2009-2010, the faculty are exploring changing Pharmacology from an elective to a required course in the curriculum. The faculty is also discussing changes to the chemistry requirement in the program. A survey is currently underway to review ADN and BSN programs in terms of their chemistry requirements and the transferability of chemistry courses.

- The Nursing Department received in AY 2008-2009 a SUNY High Needs Nursing Grant. These grant funds are being used to increase program enrollment providing admission opportunities to advanced standing students (LPN to RN) and readmission opportunities for eligible returning students. We accepted 12 LPNs and 8 returning students to Nursing 2. Of the LPN group 8 were successful and 7 LPNs will continue to Nursing 4 which will be offered this fall out of sequence (One LPN has requested admission for the spring 2010 semester). 3 returning students successfully completed Nursing 2 and are registered to continue to Nursing 3 this fall semester. There were 10 LPNs and 1 returning student admitted to Nursing 4 this spring. All eleven students completed the program and graduated. Of growing concern to the faculty are the attrition rates in the first year of the nursing program. The faculty has agreed to explore the possibility of refocusing the SUNY High Needs Nursing Grant for AY 2009-2010 to improving retention rates through student support activities such as tutoring, advising and confidence building strategies, such as clinical simulation experiences.

PROFESSIONAL DEVELOPMENT:

- The faculty is actively involved in professional development activities. Several faculties have attended post-master's certification courses in nursing education. One faculty member is a Certified Nurse Educator. Several faculty attended the National League for Nursing Educational Summit held in San Antonio, Texas in September 2008. Additionally, faculty attended conferences throughout the academic year on a wide array of topics such as clinical simulation, test construction and best practices in nursing. One faculty member received his Doctorate in Nursing Practice and one faculty member was honored for her teaching excellence, and was one of this year's SUNY Chancellor Award Recipients'.

COLLABORATION AND PARTNERSHIPS:

- In the fall 2007, the department hosted an Educator's Breakfast. The purpose of which was to improve communication with local agency educators and facilitate the clinical experience for students. This event was a huge success and we will be hosting our third breakfast on August 27th.
- The nursing department continues to collaborate with Orange-Ulster BOCES and Mount Saint Mary's College and Sullivan County Community College on the sharing of clinical resources in the county. This is critical as we look for ways to meet student learning objectives. In the fall 2008 semester, we piloted an out-patient pediatric clinical rotation in our Maternal Child Health course. This was done since inpatient pediatric clinical sites are scarce in our region. The survey results from

students and the anecdotal results from the faculty and agency personnel were overwhelmingly positive.

- We have also collaborated with hospital administrators from St. Luke's Cornwall Hospital, Orange Regional Medical Center and Catskill Regional Medical Center to explore the use of simulation technology in providing realistic training opportunities for recently hired nurses and for cross training and certification of nurses currently employed by these hospitals. We have secured written letters of support from all three hospitals indicating their interest simulation collaboration.

STUDENTS:

- In the fall 2008, 124 freshman students were accepted as well as 79 students continued to Nursing III. The total enrollment was 203.
 - Attrition rates for these two fall courses were:
 - Nursing I – 22.5 %
 - Nursing III- 2.5 %
- In the spring 2009 semester, with the addition of LPN to RN students and returning students, the enrollment in Nursing II was at 116 and Nursing IV increased to 88.
 - The attrition rates for the spring courses were:
 - Nursing II – 38.8 %
 - Nursing IV – 5.7 %
- With the nursing shortage expected to last well into the next decade, we need to continue to provide the community with qualified, competent entry level nurses. To sustain this initiative, we need to address a number of areas of concern.

Major areas of concern are:

1. Sufficient and appropriate clinical sites
2. Qualified faculty to sustain enrollment and maintain quality and consistency across the curriculum.
3. Increased Department workload
 - a. The department has experienced the loss of several key full-time faculty. That has placed an extra burden on the remaining full-time faculty to advise and assist students. The addition of a part-time Clinical Coordinator in the spring 2009 semester was a tremendous

help to the faculty and to the consistent delivery of clinical education for students. Through grant funding, several areas of previous concern were addressed. They were as follows: additional hours for skill help were made available to students in the evening and on weekends, the skills laboratory was open to students' every other Saturday throughout the spring semester, a part-time Simulation Coordinator position was created to facilitate the integration of simulation education into the curriculum. The Clinical Coordinator position allowed for increased mentoring and supervision of adjunct faculty. We are still in need of secretarial support. Although we have come to rely on student aides and interns from the Business Program, we need to increase the number of secretarial hours in the nursing department to accommodate the volume of work and the hours of program operation, to include evenings.

4. Evening Nursing Program

- a. Since the inception of the Evening Nursing Program, the required instructional and educational supports have not been provided. This was clearly identified by the National League for Nursing Accreditation Team and by the State Education Department Office of the Profession's Representatives when they visited in March 2008. Although the faculty has recognized the inequities for years, it was not until recently that we were able to measure the performance differences. We now receive the names of the graduates and their results on the NCLEX examination. Beginning May 2009, the evening program will have a separate NCLEX code and scores will be available by program (day or evening) instead of having to manually extract the data. During AY 2007-2008, the faculty diligently examined variables that could be affecting evening student NCLEX performance (These variables were highlighted in last years report). Through teamwork and diligence the faculty saw an improvement in evening student performance but it seems to be at the expense of the day program. The evening student pass rate on NCLEX in 2007 was 65% that has increased to 79% for 2008. However the day pass rate declined from 95% in 2007 to 86% in 2008. As we continue to monitor this discrepancy and strive towards program unity and consistency, the faculty recommend the following:

1. Students accepted into the Evening Program are required to have a 3.0 GPA.

2. Students accepted into the Evening Program must have all general education coursework completed.
3. Provide the needed secretarial and support staff to match that given to students enrolled in the Day Program.
4. Class size of 24 students, especially in the Evening Program.
5. Use of standardized testing throughout both programs
 - a. Admission TEAS test
 - b. Competency testing throughout the curriculum
 - c. NCLEX preparation testing and review.
6. Continued integration of simulation technology.

5. Admission/Readmission

- a. As a result of the March 2008 program review by the State Education Department Office of the Professions, the 2.5 minimum GPA requirement was implemented for the fall 2008 class. Beginning in the fall 2009, incoming freshman will be accepted based on a point system developed by the Admissions Department that takes into consideration GPA, including GPA from transfer institutions and number of credits completed towards degree. The TEAS (test of essential academic skills) is being administered for the second year to students once they have been accepted into the program. We have been collecting the data and tracking students as to their success in the program. Initial review of the TEAS data from 2007, demonstrates that of the 45 students who did not successfully complete Nursing 2 this spring semester, 30 had scores below the program mean. Of the 15 students with scores above the program mean, 9 did not continue for reasons other than academic. Those reasons were: personal, medical, and clinical deficiencies. In light of limited resources, such as clinical placement availability and faculty shortages, it is critical that we allocate these resources efficiently. The profession of nursing is a complex and ever demanding career. The need for nurses (quantity) must be tempered with the need for quality. Even in the face of a nursing shortage the National Council State Boards of Nursing in 2006 increased the difficulty level of the NCLEX examination. The faculty

diligently review NCLEX test plans, attends test construction seminars and works collaboratively on maintaining the rigor of the program. We now must examine the admission and readmission policies for the program to ensure that the students accepted for admission have the needed academic skills for success.

b. The following are strategies that have been implemented this academic year:

1. Maintenance of the 2.5 GPA for all admitted and readmitted students.
2. Nursing Department review of transcripts of all students who have attended nursing school(s) in the past to determine eligibility. Currently the department policy is that a student can only repeat one nursing course one time.
3. Admissions committee reviews the request of any student seeking admission/readmission who does not meet the current standard or when decisions for admission must be limited due to seat availability.
4. The process by which students are accepted for advanced standing has been changed. Now LPN students can transition to our nursing program either through an articulation agreement established with OUBOCES or through Excelsior College challenge examinations.

c. The following are admission and readmission strategies recommended by the faculty:

1. Require the TEAS examination be part of the admissions process. Students could be awarded points based on score results.
2. Review the current admission point system to calculate GPA based on coursework in program with greater consideration given to grades in the sciences.

6. Progression and overall success in the program

- a. The faculty is committed to maintaining program quality and at the same time providing students with the necessary tools for success. We believe that it is important to provide students with the tutoring, advising and confidence building strategies that will result in increased retention. The goal is not just to retain students but to ultimately have them succeed as measured in NCLEX performance. Currently our NCLEX pass rate has been declining. As a program we are not alone. The faculty in a fact finding survey of nursing programs of similar size have determined two ways to better prepare our students. Therefore, our primary goal for AY 2009-2010 will be to seek administrative support and approval for integration of standardized testing throughout the curriculum and by requiring students to complete an NCLEX review course after program completion. To accomplish this goal will require a student being assessed a testing fee with each nursing course registration. The faculty believes that this will not only better prepare the students for licensure examination but give them greater insight into the level of expectation on a national rather than from a program point of view.

- **SUMMARY**

- ❖ The faculty wishes to thank the administration for its support of the nursing program this academic year. We secured almost \$200,000 in grant funding to implement curriculum initiatives. The creation of a part-time Clinical Coordinator position was especially important based on this years increased reliance on adjunct faculty. The administrative approval of four full-time faculty positions to replace five of our recent faculty departures will reduce the burden on current full-time faculty, strengthen the program and support improved program outcomes. The faculty also wishes to thank all the college departments that support the work of the nursing department; this year in particular we wish to thank the Admissions Department, Educational Partnerships Department, Student Support Services, the Offices of Institutional Advancement and Academic Affairs.

OCCUPATIONAL THERAPY ASSISTANT AY 2008-2009

Submitted by: Flo Hannes, Department Chair

TECHNOLOGY

1. The continuation of funding through a Tech-Prep Grant has allowed us to enhance the previously upgraded computer hardware and software technology in the OTA Lab. Grant money was used to have a 2nd year OTA student, AJ Woroschinski, attend a training workshop in the application of the *Captain's Log*; a cognitive rehabilitation program. The student has conducted two training workshops for 1st and 2nd year OTA students. In addition, Mr. Woroschinski has been offered a position in the Occupational Therapy Department/Traumatic Brain Injury Unit at the Burke Rehabilitation Center in White Plains, New York.

The project to provide a cognitive re-training program for wounded Iraqi war veterans with traumatic brain injury was initiated in March, 2009 and will continue through the summer. The program will include a cognitive retraining/socialization group and an art therapy program to be led by two SUNY Orange OTA students in collaboration with an Occupational Therapist, Nanci Pate, OTR, a SUNY Orange alumnus.

CURRICULUM CHANGE/PROGRAM DESIGN

We continue to refine and enhance the OTA curriculum based on the results of ongoing program evaluation. The following changes have taken place during the 2008/2009 AY:

1. Service-learning opportunities for students are now initiated during the 1st semester when the students are required to design a community-service project that they will continue throughout the four semesters of the program.
(Projects are described in the Collaboration/Community Partnerships section).
2. The Technical Writing I & II courses in the 1st and 3rd semester, co-taught by OTA and English faculty, continue to undergo revisions to incorporate and enhance a problem-based learning approach in documentation skills.

PROFESSIONAL DEVELOPMENT

Chair, Academic Fieldwork Coordinator and 1 adjunct instructor completed professional development courses and attended the National OT Conference in Houston, Texas.

COLLABORATION & PARTNERSHIPS

Community Connections/Partnerships:

1. The S.M.A.R.T. (Sensory Motor Activities & Recreational Transition) Summer Program, co-sponsored by the OTA Dept, CAPE and the Office of Educational Partnerships took place July 7-Aug. 1, 2008. The program was offered in one and a half hour sessions twice a week for four weeks.

Enrollment continued to increase; there were 27 registered youngsters, more than doubled the previous year. The \$1,400 profit was divided equally between CAPE and the OTA program. The program will continue in 2009/2010 as a joint venture between the SUNY Orange Office for Educational Partnerships and the OTA Program.

2. The OTA Dept., in collaboration with the NYSOTA Hudson-Taconic District I co-sponsored a regional OT conference in October, 2008. There were 180 attendees, including OTRs, COTAs, OTA students, and vendors exhibiting rehab equipment. The full day seminar was a great success, generating \$2,200 in revenue for the OTA Program. This will become an annual offering at SUNY Orange.
3. The 2nd year OTA students designed and developed adapted toys and games for 12 children with special needs, ages 1 to 4 years. This was a service-learning project in collaboration with Peggy McCourry, an Occupational Therapist serving the West Point community. The students interviewed the parents and observed the children to determine their developmental needs and produced colorful, creative and functional toys and games for each family.
4. A cognitive/socialization program for wounded veterans has been initiated during this AY. A Tech-Prep Program grant has provided funding for computers and software, training workshops for OTA students, and a part-time OT consultant who is charged with developing the groups. The OT consultant, Nanci Pate, OTR, is collaborating with the VA Administration and SUNY Orange Counseling Dept Members to identify potential participants. The program will continue through the summer and into the fall, 2009.

STUDENT SUPPORT

The revised admissions policies and procedures prove to be highly successful for all parties involved, students, OTA staff and the Admissions Dept. We will continue to analyze and enhance the process.

DEPARTMENTAL PLANS: AY 2009-2010

1. Create/implement the "SUNY Orange Center for Assistive and Rehabilitative Technology" housed within the Occupational Therapy Department. The Center would work primarily in three areas:

Education - workshops, courses, a certificate program ranging from free to fee for services for professionals, and consumers.

Client Assessment and Training - computer access for education and

employment - school-aged children, college and or career-oriented individuals, fee for service - payor sources already identified and ready to pay for services.

Dissemination - communicating best practices and information about assistive technology devices and services - publications, databases and training materials.

Activities within these three project areas would be multidisciplinary, involving departmental faculty and currently enrolled students from programs such as: architecture, engineering, counseling, physical therapy, nursing, disability services, and education

2. Continue and enhance the cognitive/socialization support group for returning wounded Iraqi veterans, involving OTA students and Psychology Dept. students in mentorship with high school students interested in pursuing a career in the health professions.
3. Develop Articulation Agreements with Institutions offering advanced degrees in Occupational Therapy.

DEPARTMENTAL PLANS: AY 2010-2011

1. Update instructional materials and OTA lab.
2. Expand Occupational Therapy continuing education offerings.
3. The OTA Department and the SUNY Orange Office for Educational Partnerships continue to explore the development of workshops for teachers within the Orange County school districts. The workshops are intended to enhance teachers' understanding of occupational therapy and sensory integration within K-12 classroom settings.
4. Community Connections Program: develop partners for learning and service programs.
5. Continue development of a certificate course in Assistive Technology.

GENERAL:

1. Pass rate on National Certification exam: 100%.
2. Admitted 26 students September, 2008 23 moved up to 2nd year - (1 student was requested to withdraw due to poor professional behavior).

PHYSICAL THERAPIST ASSISTANT/MASSAGE THERAPY AY 2008-2009

Submitted by: Dr. Maria Masker, Department Chair

The academic year 2008 – 2009 settled into an even rhythm for the Physical Therapist Assistant and Massage Therapy Department. The Physical Therapist Assistant Program continues to demonstrate stability and cohesiveness. Massage Therapy is now in its completion having successfully graduated the two remaining students within this program.

TECHNOLOGY: Technological advancement for the Physical Therapist Assistant and Massage Therapy Department continues to develop at a very slow pace. As the Massage Therapy Program has reached its completion, the need for new equipment or improvements does not exist. Although the planning of equipment purchases has been submitted to PBIE for the Physical Therapist Assistant Program i.e. electronic high-lo treatment tables and a cold laser, they have not been realized. The Program was granted funds to purchase and has accepted delivery of a combination unit consisting of ultrasound and multiple electrical stimulation forms. The cold laser module which is completely compatible with the new combination unit will be resubmitted to PBIE in continued efforts to match the available technology within the surrounding communities and promoting advanced technology for the Health Care Professions.

Current computer technology upgrades have consisted of updating existing software to Word 2007. To promote continued instructional development within the Physical Therapist Assistant Program one additional laptop and one additional projector or the transition to a smart classroom in Bio Tech 103 is still indicated. Currently, the program projector must be transported daily for instructional use. In addition, with the current software needs within the department there has been a need identified within Bio Tech 103 of an upgrade to the current classroom computer which runs on Windows '98. Software training is continuous with supplemental Angel, Banner and Word 2007 training occurring as each facet of the programming is implemented.

As greater computer access and advanced technology emerges in learning; the use of live access to the internet and use of multiple teaching techniques incorporated in the classroom are necessary to match the student's diverse learning styles. Progressive technology needs will continue to be explored and pursued during the academic year 2009 – 2010.

CURRICULUM AND PROGRAM DESIGN: Although there have been no course changes this academic year, the Physical Therapist Assistant Program's curriculum undergoes continual program review. Annual curriculum meetings shed light on modifications needed to maintain the program current. Present instructors have been teaching for the program from three to twenty years for the didactic courses and over thirty years for the clinical courses, allowing for greater familiarity to recent teaching methods and content. Each course experiences modifications annually as needed to accommodate for progressive technology and research and the more recent instructors have identified content which has benefitted from revisions to their respective course material. In addition, course

revisions are performed to reflect assessments performed by the faculty, students, graduates and SUNY Orange PTA employers (please see sub-heading of Program Assessment). Course syllabi and lectures addressed with alterations to improve sequencing and progressive complexity to course content.

The greatest assessment of curriculum and program design stems from each health professions accreditation process. The PTA Program completed and submitted the programmatic self-study report which included a comprehensive review of the program's curriculum and design during the summer of 2008 to the accrediting bureau, CAPTE (Commission on Accreditation in Physical Therapy Education). In November of 2008 the CAPTE On-Site Review Team visited the college and in April of 2009 CAPTE met, handing down the determination to reaffirm Orange County Community College's Physical Therapist Assistant programs Accreditation status with the next action; a progress report is to be written and submitted during the month of February 2010.

PROFESSIONAL DEVELOPMENT:

- Faculty positions to the Physical Therapist Assistant Program are stable.
- Continuing education course work has been pursued and completed independently by the program faculty.
- Dr. Karen Stephens, PT remains as Professor at SUNY Orange.
- Gretchen Meier, PT remains as Adjunct Instructor and Clinical Liaison to our Clinical Education 1 and 2 courses.
- Dr. Maria Masker, PT has been retained as both Department Chair and a member of the Faculty and has been granted tenure.
- Rhoda Collins, PT, Instructor to all three of the Clinical Education courses remains very involved with current legislative and insurance issues within New York State.

COLLABORATION AND PARTNERSHIP: This past Fall 2008 Semester the first year PTA students were involved in a collaborative project with the Biology Department when they were charged with assessing the walkways for accessibility to the new garden behind Hudson Hall. The students submitted a report to the Biology Department complete with recommendations for modifications to be made to the paths and potential 'green' pathway surfaces for optimum accessibility. This garden is a collaborative project of SUNY Orange Biology Department and the Cornell Cooperative Extension's Master Gardeners Program.

STUDENT SUPPORT: Initially, the academic year began with a total of 44 students in the Physical Therapist Assistant Program and 2 students in the Massage Therapy Program (please refer to table located on page 4). The attrition rates for first and second year PTA students are improved when compared to last year's statistics. The two PTA programs first year students displayed a loss of 17% compared to last years 28% and the second year

students displayed a loss of 5% compared to the last year's 8%. The improved attrition rate may be in part contributed by improvements and cohesiveness encountered to the core curriculum.

The Massage Therapy Program successfully graduated the last two matriculating students spring 2009. These graduates mark the completion of the Massage Therapy Program at SUNY Orange.

The Physical Therapist Assistant Program is anticipated to graduate 18 of 19 students this August. The remaining nineteenth student will be completing within the fall 2009 semester having required additional time for her Clinical Education Courses due to a pregnancy which resulted in the birth of her child in March 2009.

Of the five students who did not successfully complete the PTA course work this academic year or who withdrew for personal reasons, three will be returning to the first semester course with the anticipation of successful completion of this degree program.

Moving forward, the Fall 2009 Semester will see a fourth year of a full class of first year students equaling at least 24, not to exceed 28, with the second year students returning at 21 strong. The Admissions Department and the PTA Program with the coordination of a second year of new Admissions Eligibility standards expect the selection of another class of individuals who will be able to meet the challenges of the PTA Program and the Division of Health Professions. The enthusiasm and determination of the PTA Program candidates are evident with their successful pursuit of admissions.

PROGRAM ASSESSMENT: In order to evaluate the efficacy and success of the PTA Program several assessment tools are utilized. The following is a list of the programs assessment surveys:

- ❖ Student Course Evaluation - At the completion of each semester every student is provided with a course evaluation form which surveys all aspects of the educational experience from textbooks, instructional formatting, instructor ability, testing formats and technology.
- ❖ Instructor Course Evaluation - At the completion of each semester each faculty member performs a course evaluation form which surveys enrollment, purpose, effectiveness, evaluative criteria, possible revisions, self assessment of the teaching/learning process, and the classroom environment.
- ❖ Employer Program Evaluation Survey - Each year employers of our graduates are surveyed with relation to the many facets of the now employed graduates' abilities. This includes but is not limited to the ability to work under the direction and supervision of the physical therapist and as an effective member of the health care team, treatment abilities, communication skills, and documentation abilities. The employer is requested to elaborate by identifying areas which they felt the graduate was or was not well prepared.

- ❖ Graduate Follow-up Form - Each year the graduates from our program receive a survey approximately eight months following graduation to survey their employment status, further educational experiences, and other demographic information pertaining to same. The graduates are asked to rate their educational experience with relevance to their employment.

The results of these surveys and forms are tabulated and modifications/revisions are implemented within the curriculum to match the indicated needs. Each suggestion for change is assessed by the faculty and potentially implemented. Most recent changes performed within the curriculum have included course sequence changes in the PTA technical courses as they relate to student's clinical exposures.

Graduating Class/Program	# of Students initiating Fall 2007 Semester	# of Students lost due to attrition Fall Semester	# of Students lost due to attrition Spring Semester	# of returning students Fall Semester 2009	# of May 2009 graduates	# of anticipated graduates August 2009
2009/PTA	20	1*	0	1 (Clinical Education 3)****	XXXXX	18
2010/PTA	24 admitted students	3** 1***	0	21*****	XXXXX	XXXXX
2009/MT	2	0	0	0	2	XXXXX

* Student did not successfully complete third semester classes; therefore, failed third semester classes. Second attempt following the repeat of first semester course work, not eligible to repeat again.

** Students did not successfully complete first semester courses due to academics.

*** One student did not complete secondary to personal reason of illness in his family.

**** One student anticipates graduation during the fall 2009 Semester at completion of an Independent Study of Clinical Education 3 due to maternity delay during the Spring 2009 Semester of the program.

***** One student left after successful completion of the spring 2008 semester to now return to the fall 2009 Semester as a second year student.

ACADEMIC AFFAIRS SUPPORT OFFICES

- Center for Teaching and Learning
- Learning Assistance Services
- Library
- Office of Educational Partnerships

**CENTER FOR TEACHING & LEARNING (CTL)
LEARNING ASSISTANCE SERVICES (LAS)
SUMMARY
AY 2008-2009**

Submitted by: Stacey Moegenburg

CTL

During the 08/09 academic year, the Center for Teaching and Learning (CTL) was under the new leadership of Heidi Weber. The CTL provided a cross-section of offerings and events that enhanced institution knowledge and stressed collegiality by sharing expertise and experience of campus faculty and staff. As the center moves forward with solid plans and ideas for future offerings and programs, this valuable internal resource will grow and respond to professional development needs of faculty and staff.

Learning Assistance Services

The Learning Assistance Services program sets a fine model for data collection, analysis of it and responsible decision-making based upon it. For example, the utilization of TutorTrac enables the documentation of tutor and tutee time as well as topics for which students request or need learning assistance. This enables additional time to be assigned or a venue to be changed for professional tutors; which is an efficient use of their time and the college's resources. Under the leadership of Director Eileen Burke, Learning Assistance Services works collegially with departments to identify and provide niche learning assistance (e.g. FLOW sessions for learning communities).

Beyond overseeing tutorial services and other learning assistance, the director also oversees Developmental Reviews (including board sessions) and all associated reporting and correspondence with students. Although often related, learning assistance and developmental education administration are very different roles. As the college continues to deal comprehensively with developmental education, this dual role may need to be reevaluated.

CENTER FOR TEACHING AND LEARNING AY 2008-2009

Submitted by: Heidi Amelia-Anne Weber, Coordinator

Programs and Activities:

- (1) First Year Faculty and Staff meetings as well as one joint First and Second Year Faculty meeting – discussion sessions; new experiences and becoming acclimated to the new university environment; Elaine Torda met with faculty members to familiarize them with the Honors Program; Terri Van Everen assisted both first and second year faculty with how to advise students.
- (2) Adjunct Reception – both Fall and Spring semesters.
- (3) Audio Conference “Women Leaders in Higher Education: How the Best Get & Stay Ahead” conducted by Dr. Dorothy Leland, President of Georgia College & State University.
- (4) “Referring Students to the Right Places” coordinated and run by Terri Van Everen and Eileen Burke.
- (5) “Textbook Readings and Assignments: Sharing Strategies and Incentives to Improve Student Performance” program and discussion facilitated by Elizabeth White and Lucinda Fleming.
- (6) “Heart of Darkness: What Your Students Know About Writing” conducted by Shelly Sloan and Anne Sandor.
- (7) “Sharing Strategies: Learning Contracts” led by Karen Stephens.
- (8) “Sharing Strategies: Texting in the Classroom.” Multiple open discussions held in the CTL to share problems and solutions with this perpetual problem confronting professors on campus.
- (9) “Developing Professional Portfolios.” The first in a series of programs led by Elaine Torda and Sheila Stepp to help faculty and staff create their portfolios.
- (10) “DON’T SIT! (Deciding on New Technologies: Sharing Innovative Techniques).” Program was developed and led by Karen Messina, Brenda Capuano, Bob Mullin, Barbara Fiorella and Tom Stack.

Collaborative Programs:

(1) Collaborative Programs with the Department of Global Studies:

- The Second Annual Women's History Month Program, a I initiated last year, was run by the Center of Teaching and Learning and supported by the Department of Global Studies. The speaker panel was made up of Janine Sarbak of the Department of Criminal Justice, Sheila Stepp of Movement Science and Annouk Verheyden-Gilikin of the Biology Department.

- "Famous Presidential Elections" program run by the CTL and the Department of Global Studies. Panel Speakers were Janette McCoy-McKay, Heidi Amelia-Anne Weber and Paul Basinski.

(2) Collaborative Programs with the Department of Criminal Justice:

-Robert Cacciatore, of the Department of Criminal Justice, supported by the CTL, showed the presidential and vice-presidential debates to the college community.

- "Are You Confused As To How The Wall Street Financial Crisis Came To Be?" video was played for the college community by Robert Cacciatore of the Criminal Justice Department and the CTL.

- Juvenile Justice Seminar: Allen Drian, Senior Assistant County Attorney of Orange County Juvenile Delinquency Division, and Karen Reilly, Director of Children's Rights Society. This program was arranged and sponsored by Janine Sarbak of the Department of Criminal Justice and supported by the Center for Teaching and Learning.

- Corrections Speakers Panel: Department Supervisor of Security at Taconic Correctional Facility Stephen Albury, Superintendent of Sullivan County Correctional Facility James Walsh, Department Supervisor of Programs at Otisville Correctional Facility Lewis Franco and Superintendent of Correctional Counselors at Ulster Angelo Justiniano. Marlene Brooks of the Criminal Justice Department arranged this program and it was supported by the Center for Teaching and Learning.

(3) Collaborative Program with Disability Services.

- Epilepsy – Ann Marie Bezuyen, Director of Education for the North East Regional Epilepsy Group.

(4) Collaborative Program with the Honors Program.

-Jane Wagner of the Middletown Veterans Center discussed what was available to local veterans. This program was arranged by Honors student Kim Illobre and was supported by the CTL.

(5) Reception for the Hands on Learning Display, which was an effort under the guidance of Maria Blon.

(6) The CTL also supported many of Lori Wilson's brown bag sessions and opened the Center for her use.

Faculty Innovation Grants:

The Center for Teaching and Learning worked with the Faculty and Staff Development Committee to award the innovation grant funding to projects that fit within the designated criteria. Overall, there were many well thought out applications, however, they did not all fit within the standards. The following faculty was granted funding to support their innovated classroom efforts:

- Eileen Drabik – Clickers in Nursing
- John Wolbeck – Daytime General Astronomy telescopes
- Cory Harris – Archaeological Field Experience
- Virginia Moore & John Wolbeck – “Getting Up to Speed”

These innovation grants are vital to the growth and development of the classroom environment.

Looking to the Future:

This past year, we had great success with the “Sharing Strategies” programs. This is something that the CTL will continue, broaching a variety of topics to help enhance the teaching and learning environment. These programs are a means for faculty and staff to share concerns or issues that they are facing on campus and helps to generate new ideas for the classroom as well as when facing problematic situations. Another successful program that the CTL sponsored was the “Developing Professional Portfolios” which was coordinated by Elaine Torda and Sheila Stepp. Work has begun with them in order to establish a series of programs to continue the work that was begun this past spring.

Having met with the Assessment Advisory Committee this past spring, one of the areas of interest that this committee hoped the Center for Teaching and Learning could try to assist with is helping faculty attain academic credits, which are necessary for professional development as well as for promotion. Among the many ideas that we discussed, one of the possible ideas for the future is to offer graduate courses here at SUNY: Orange through the CTL. This way, faculty would be able to work on earning their needed credits in subject matters that would enhance their classroom activities while remaining on campus. Making these courses available on campus would be of great importance and assistance to faculty.

Another major concern that the Center for Teaching and Learning is beginning to address is how to effectively incorporate Newburgh into the programs being offered. Although this is a long range goal and will require a great deal of well thought out programming, we are focused on incorporating Newburgh as effectively as possible.

The adjunct faculty comprises a large portion of our academic ranks at SUNY: Orange as such one of the goals of the Center for Teaching and Learning is to try to provide more assistance and programming for them. Often, there is a disconnect with the adjuncts since they might only teach at night or one course. Ideally, we want the part time faculty members to feel as much a part of the college community as possible. Also, most of the

adjuncts do not attend the Monday afternoon meetings and as a result they frequently are not aware of many of the new issues, procedures, etc. that the full time faculty and staff are made aware of. In addition, adjunct faculty members face the same situations in the classrooms as full time faculty. As a result, the CTL will work on providing more programs designated for adjunct faculty as well. Although it might not be possible for many to attend due to conflicting schedules, the material that is covered hopefully can be posted on the CTL webpage.

Although ideally programmatic content would be enhanced by bringing in more speakers in the upcoming academic years, budgetary constraints might place some limitations on that aspect. On campus, however, we have a phenomenal wealth of knowledge from our own faculty and staff. Much like the “Women’s History Month” and the “Famous Presidential Elections” programs, which were done by SUNY: Orange faculty members, more programs in which faculty and staff can share their expertise is an initiative to pursue. Often we forget what a vast pool of knowledge that we have at our fingertips right here on campus. This is a great way of sharing knowledge and resources to the whole college community.

Collaborative programs are also very important to the learning environment at SUNY: Orange. The CTL collaborated with many of the academic departments this past year and the goal is to continue in this effort. Working closely with the academic departments is crucial to the overall purpose of the CTL. Also, another collaborative goal is to coordinate our technological programs with Maureen Larsen, so as to provide the necessary training so needed by the college community.

One of the major undertakings of the Center of Teaching and Learning is to provide assistance to first year and second year faculty and staff. Last year the programs were effective and useful. Most of the faculty who joined us had teaching experience, so we worked on the “ins and outs” of SUNY: Orange, in effort to help familiarize them with the college. Many times, we sat and discussed what was new to them, what they felt they needed to become aware of and where things were. In addition, they were exposed to different opportunities on campus, like the Honors Program and the Counseling Center. Ideas abound about working with the new members of the college community on different ways to enhance their teaching/working at the college and for the upcoming academic years, this program will be expanded.

Note: Last summer when I was given the opportunity to become coordinator of the Center for Teaching and Learning, my hope was to bring new life into this vital resource. Overall, I enjoyed my first year as coordinator of the Center of Teaching and Learning. The programs met with good turn outs and favorable responses. I hope to continue this path.

LEARNING ASSISTANCE SERVICES AY 2008-2009

Submitted by: Eileen Burke, Coordinator

Academic Master Plan objectives for this area:

1. To enhance early integration of students in the developmental education program through further development of our Planning for Success outreach in collaboration with the English and Math Departments and the Student Services Division.
2. To meet with Academic Department Chairs to discuss ways of enhancing tutorial services for their individual departments.
3. To collaborate with academic departments and Instructional Technology on researching and implementing software for student use in the areas of study skills and course content areas.
4. To explore opportunities for providing learning assistance services as part of emerging learning communities in collaboration with academic departments, the Library and Student Services.

Action taken to address the above objectives included the following:

On the retirement of the Advocate for Students in Developmental Education a transition of early outreach and college integration strategies for students starting out in developmental courses called *Planning for Success* has been repositioned to the office of Advising and Counseling. This transition involved the establishment of an Academic Advisor/Retention Specialist position with a focus on working with students who place into developmental courses and outreaching to students who are eligible for participation in learning communities and the summer institute. A brochure outlining academic policies and resources for students was created. Advising and Counseling initiatives for new students include their development of pre-advising orientation which addresses students in developmental education as part of a required group session for all new students. The *Focus on Success* for continuing students that took place within Learning Assistance Services has been discontinued.

This year, Learning Assistance Services, in cooperation with academic departments and the Student Services Division, focused on department goals of expanding academic support for students requesting tutoring for credit courses, students enrolled in learning communities and in developmental courses including reading, writing and math as part of the Summer Institute for Developmental Studies.

Progress made this year includes the following highlights:

- Facilitated increased student participation in the Summer Institute opening day presentation and attendance at workshops and Student Services presentations during the campus connections component of the institute.
- Supervised Professional Tutors in their role as learning facilitator in the CTEA grant funded Freshman Learning Option component of Learning Communities for first

semester students in Basic Writing Skills 2, Psychology of Adjustment and College Success Seminar linked courses.

- Facilitated a tutor led study group for Accounting Principles 1.
- Established website notification of availability of extra help sessions in math, biology and chemistry so that students could access tutoring in the Tutorial Center and the Bat Cavern at specified times without an appointment.
- Established CHM 106 tutor led study group in the Chemistry Study Lounge
- At mid semester, increased scheduling of students for tutoring after students received unsatisfactory grades in courses taken in the spring and initiated a tutor led study group for Intro to Political Science.
- Initiated exploration of online opportunities for learning assistance services and the role of tutors in helping students to develop information management skills.
- Began upgrade of tutorial reception area for improved efficiency of service to students.
- Further streamlined the developmental review process via use of banner reports and initiation of a two part process of preliminary review and faculty review that allowed for earlier student notification of credit limit and course requirements and improved efficiency of student access to the appeal process via the Developmental Review Board.

Data Snapshot:

Scheduled tutoring took place at the highest frequency for courses from the following academic departments: Mathematics with 3148 sessions; English with 1277 sessions; Biology with 984 sessions; Chemistry with 560 sessions and Accounting (Business) with 194 sessions.

Middletown Campus Tutorial Center and Labs

Academic Year	Tutorial Center Tutors	Students Scheduled	Student Visits	Lab Tutors
2008-2009	64	452	6385	20
2007-2008	46	383	5008	18
2006-2007	37	349	4583	18

Newburgh

Academic Year	Tutorial Center Tutors	Student Visits	Lab Tutors
2008-2009	11	1222	5
2007-2008	14	1208	5
2006-2007	9	719	6

Highlight from Tutee Evaluations of tutoring received in Tutorial Centers and Bat Cave:
Question: Have you developed study habits that will help you in your other courses?

Fall	%Yes	%No	%NR	Spring	%Yes	%No	%NR
2008	83	7	10	2009	100	0	0
2007	97	2	4	2008	87	9	4
2006	90	6	4	2007	82	4	14

Selected data from **Developmental Education Review Board** statistics reflecting number of students who placed into two or more developmental courses and have not yet completed required developmental course work.

Semester	Records Reviewed	Good Standing*	%	Probation*	%
FA 08	741	422	57	319	43
SP 09	649	380	59	269	41
FA 07	660	379	57	281	43
SP 08	497	280	56	217	44

*This data does not reflect pass rates for developmental courses.

Learning Assistance Services supported Academic Master Plan Themes as follows:

Technology

Continued discussion with the English department regarding software for students in Reading and Study Skills courses. Increased access to Modu-Math software that was approved by the Mathematics department to reinforce concepts from the Developmental Algebra and Elementary Algebra courses. Acquired a new server for the Tutortrac online system to maintain existing functionality and establish importing of data from banner for enhanced reporting/tracking of student progress. Began Angel training

Curriculum Change/Program Design and Student Support

Contributed to establishment of a new learning community configuration for fall 2009. Participated in discussions with Library Director, and Coordinator of Instructional Technology for consideration of the inclusion of learning assistance services in assisting students to develop information management skills. Contributed to discussions at weekly meetings of the developmental education committee on topics that included development of a comprehensive snapshot of developmental education and recommendations for increasing student awareness of academic policies.

Professional Development

Participated in CTL workshops on topics including learning contracts and learning strategies and presented information on ways to assist students demonstrating unsatisfactory academic performance at mid-semester. Participated in a round table discussion of academic support and online access at Westchester Community College.

Collaboration and Partnerships

Met monthly with the Developmental Oversight team for discussion and planning. Participated in Student Services Division events including Student Services Day. Provided academic support information at Admissions events for newly admitted students and for High School Guidance Counselors. Contributed to an Advising and Counseling brochure for new students in developmental education and provided information for advisors regarding learning communities and the summer institute.

LIBRARY AY 2008-2009

Submitted by: Susan Parry, Director

The bulleted list below highlights the many Library accomplishments of 2008/09.

Technology

- Two key library management software upgrades were completed: Aleph version 18 service pack 1871 and Illiad 7.3 and 7.4.
- Further service improvements within the Information Commons including: a laptop borrowing program for students, and installation of departmental support software.
- Incorporation of laptops into the library instruction program has allowed us to offer limited hands-on instructional support.

Curriculum Change and Program Design

- Library staff completed the relocation of the Newburgh Library materials to larger quarters, and instituted a modest increase in service hours.
- Library staff implemented new services at the Newburgh campus including circulation department services, document delivery and interlibrary loan.
- With the assistance of Christine Work, implemented a second cycle of information management assessment using a rubric format. Participants used the rubric to score class research assignments, producing a snapshot of student proficiency. The results will be tabulated over the summer 09.
- The Reference Librarian/Archivist has completed the relocation of the Gilman collection of objects to Morrison Hall. Museum cataloging software has been purchased and classification of objects begun.

Professional Development

- Librarians continue to be active participants on college committees and take advantage of both on-campus and off-campus continuing education opportunities. A complete list of all who participate is included at the end of this report.

Collaboration and Partnerships

- The Librarians continue to provide leadership and service on the following college committees: Information Technology, Banner Steering, Faculty and Staff Development, Curriculum, Academic Policy, PBIE and Assessment.
- In an ongoing effort to provide specialized information literacy support to college programs, the Reference Librarian/Archivist initiated two collaborative relationships: honors program mentor and learning communities library instructional support contact.

- Librarians continue to provide support for the Admissions open house programs, and present at adjunct faculty meetings.
- The Information Commons Librarian developed a series of Turnit-in workshops for faculty.
- Began sustainability initiatives in the information commons to raise student awareness to reduce paper waste.
- The Reference Librarian/Archivist worked closely with the Global Studies Dept. to produce Gilman Center exhibits.
- The Library Director has been involved in on-going planning sessions with the directors of the Newburgh Public Library and Mt. Saint Mary's College to explore ways in which the institutions may collaborate.

Student Support

- The Library staff participated in both the spring and fall Admissions Open House activities.
- Mary Ann VanBenschoten is co-chairing the Beacon Conference planning committee for the 2010 conference to be held at SUNY Orange. Students will submit research papers that will be judged against their peers in this prestigious educational competition.
- Library website improvements were made: addition of student instructional support materials and tips for efficiencies in printing.
- Book delivery between campus locations was instituted.
- The circulating collection at Newburgh was enlarged and a fiction collection added. At Middletown audio books were added.
- On the Middletown campus, over 200 Library Instruction sessions were delivered, reaching a total of 5000 students (some of this total includes duplicate headcount).
- On the Newburgh campus, 32 Library Instruction sessions were delivered, reaching a total of 632 students.

Professional Development 2008/09 List of Participation:

Amy Hillick

- Banner Steering Committee
- SUNY LiSUG Annual Conference
- HRVH Users Group Meeting
- Teleconference: Diversity Beyond the Obvious
- IT Committee SUNY Orange

Katie Jezik

- Serials Solutions 360 Webinar
- Active School Shooter-SUNY Orange County Community College
- Emergency Management Training
- Edit 3360C-Basic Indexing (3 credit graduate course)

- Conferences: Workplace Culture Building Positive and Productive Staff Relations, SUNY LiSUG Annual Conference, Reversing the Ratchet:Basic Technology Adoption Strategies for Library Workers, Sharing Strategies:Texting in the Classroom, Diversity:Beyond the Obvious
- American Library Association Annual Meeting
- Friend of SUNYLA Award Committee
- SUNYLA Annual Conference Planning Committee Poster Sessions Co-Chair
- College Committee participation: Academic Policy Committee, Curriculum Committee

Susan Parry

- College Committee participation: PBIE, Assessment Committee, Peace Officer Think Group
- Attended Fall and Spring SUNY Library Directors Conferences
- JMZ Branch campus library design meetings
- Organized Rubric Workshop for Information Management Assessment Group
- Information Literacy Workgroup: Transitioning to College

MaryAnn VanBenschoten

- Chair of the Faculty Staff Development Committee
- Member of Beacon Conference Steering Committee
- Member of the Leadership Conference Planning Committee
- Workshops: In Search of the Holy Grail:Digital & Analog Strategies for Providing Preservation and Access to Collections, Information Literacy Workgroup: Transitioning to College, Lets Talk Finding Aids

Porter Barber

- Emergency Management Training Workshop

OFFICE OF EDUCATIONAL PARTNERSHIPS AY 2008-2009

Submitted by: Rosana Reyes-Rosello, Director

Contributors: Ramona Burton, Mary Ford, Polly Giragosian and Lyla Ten Eyck

SUNY Orange's Office of Educational Partnerships (OEP) extends the educational mission of the College beyond its Middletown and Newburgh campuses to meet the educational needs of Orange County residents. Through OEP, SUNY Orange partners with other educational institutions and community groups to offer a variety of educational opportunities to county residents. Among OEP's ongoing programs are the Community College in the High School Program (CCHSP), the Center for Youth Development (CYD), Career Pathways in Tech Prep (CPTP) program, and the SMART Summer Program. OEP also oversees SUNY Orange's faculty/teacher collaborations, articulation agreements and evening satellite centers.

THE PRIMARY FOCUS OF OEP IS TO:

- Engage in K-16 academic preparation and collaborations.
- Provide SUNY Orange students with more explicit and focused pathways for connecting and sequencing their academic pursuits.
- Participate in educational reform and collaboration dialogue at the state and local level.

2008 – 2009 OEP HIGHLIGHTS

- Launched the OEP E-Newsletter directed primarily to our external partners in the community and the school districts;
- Successfully ran the 3rd Collaborative Faculty Partnerships project funded by the Tech Prep grant;
- Developed with the assistance of the Student Services area, a comprehensive Orange County students' developmental placement analysis;
- Held the 2nd Annual Faculty-Teacher Exchange Conference with our local English and Math teachers and department chairs. This year, we invited Mount Saint Mary College and SUNY New Paltz to the table. As a result, many local schools are implementing additional topics to their curriculum to address postsecondary academic expectations;
- Developed and began implementation of a HS to College Early Assessment Project at Minisink Valley HS;
- 8 new articulation agreements were developed and 3 were updated;
- With the assistance of Institutional Advancement, we received a legislative grant to conduct an in-depth analysis of Warwick area educational needs. As part of this effort, we conducted a survey of the area residents, focus group surveys, a multi-layer evaluation of past offerings and courses that had successful enrollment to determine an annual schedule of projected course offerings for all three satellites;
- Led and supervised contractual agreement with SUNY New Paltz to offer their Bachelor of Science in Nursing via our Video Conferencing equipment;

- Conducted six employee searches;
- Generated \$1,368,740 in revenues.

Staff Development

- ❖ OEP Director served in the planning committee and attended with other OEP members the annual Mid-Hudson Association of Women in Higher Education Conference;
- ❖ Attended all NY Regional and State Career Pathways in Tech Prep Directors' Meetings;
- ❖ OEP Director was selected and attended Leadership Orange Class of 2009;
- ❖ Career Pathways in Tech Prep Coordinator and OEP Director attended the Hudson Valley Green Workforce Conference, New York State Transfer and Articulation Agreement Conference, and New York State P-16 Literacy Conference;
- ❖ CYD staff attended: Young, Black & Male: Strategies to Encourage & Empower; Choosing A Major; Child and Adult Care Food Program Director Training; Advancing Youth Development; LPP Statewide Planning Meeting; LPP Statewide Technical Assistance Meeting; Educational Office Professional; 21st Century CLC Data Training; Balancing Professional and Personal Goals in Today's Environment; MAPP Staff Development Day; Girls Circle/Boys Council Facilitator Training; Service Learning IN Your Classroom; and AYD Facilitator Training;
- ❖ CCHS Coordinator attended SUNY Concurrent Educational Programs Fall Conference.

CCHS

CCHSP serves 1,167 students in 15 high schools in Orange County. In the 2008-2009 academic year, the program included 42 courses from eight college departments and 137 course sections. In addition, four other high schools are currently considering contracting with SUNY Orange to provide college-level courses to their students.

Highlights

- Conducted meetings at SUNY Orange for CCHSP faculty and liaisons;
- Implemented and awarded two half scholarships at each of our schools;
- Increased enrollment by 18% from last year to 1,167;
- In partnership with Academic Affairs, provided Academic Department liaisons to all CCHS faculty;
- Provided service stipends to our liaisons and faculty;
- Presented at various high school open houses and New Students Day;
- Began regular students assessment and course evaluations.

Career Pathways in Tech Prep

Career Pathways in Tech Prep is a transitional program that focuses on the development & enhancement of the academic, career and technical skills of secondary & postsecondary students enrolled in high-wage and high-demand fields.

Highlights

- Expanded Articulation Agreements;
- Sponsored Faculty Exchange Workshops and SUNY Orange Collaborative Faculty Partnership Projects;
- Provided Professional Development and classroom technology for SUNY Orange, NFA & Pine Bush HS;
- Offered Work-based Learning Experience: Hands-on clinical application and practice for SUNY Orange OT, Engineering and Nursing students;
- Developed a Virtual Enterprise curriculum at Pine Bush HS;
- Hosted career exploration event in Health Services to multiple secondary schools;
- Provided experiential and educational field trips for health professions students;
- Hosted 30 O-U BOCES science and engineering instructors and zone 4 engineering teachers to meet with SUNY Orange Engineering and Applied Technology faculty.

Center for Youth Development

LPP, 21st Century Community Learning, and Advantage After-School Program

The SUNY Orange CYD developed and implemented a higher education initiative designed to promote collaborations between postsecondary institutions, local schools, and community based organizations that identifies youth enrolled in grades 6-12 and provide those students with opportunities to prepare them for successful transition into college and/or the workforce. Grade and age- appropriate programs and activities are provided which include six mandated components (Cooperative Relationships, Academic Immersion, Counseling, Workforce Preparation, Parent Engagement, and Professional Development) to facilitate smooth transitions in educational levels. By practicing a hands-on approach, we implemented both school-based and college-based programs, served more than 240 youth in grades 6 through 12 during the summer and academic year, and effectively utilized existing educational and community resources and services in the development of program components through numerous partnerships.

Highlights

- Received grant sub-contracts from the City of Newburgh through the 21st Century Community Learning Centers; and the Newburgh Performing Arts Academy through the Advantage After School Program and expanded services in Newburgh by implementing school based programs at NFA and SJH;
- Identified additional resources and opportunities and submitted three grant applications for 2009-2010: Enlarged City School District of Middletown 21st

Century Community Learning Centers, City of Newburgh Community Development Block Grant, and the Orange County Employment and Training Administration;

- Awarded a 2009-2010 Orange County Employment and Training Administration WIA Title I-B Youth Employment Program grant;
- Established a parent advisory group that included monthly meetings and the facilitation of parent involvement events;
- Hired and trained (1) part-time (2) full-time staff members;
- Upgraded all computers;
- Created a strong college attainment culture and visited 23 New York State and out of state colleges/universities;
- Recipient of the NAACP Award for distinguished service in the community;
- Collaborated with more than 30 organizations/businesses.

APPENDIX

APPENDIX ITEM A: Academic Master Plan 2005-2010 – Common Themes

Five Common Themes

As a result of the program review process, common themes surfaced that pertained to all departments. The following categories emerged as areas of significant importance and consideration:

- **Technology** – Innovations in technology are dramatically impacting both the design and delivery of curriculum, programs and services while also changing how we collaborate and communicate with colleagues, students and external partners. The warp speed with which technology is changing creates challenges for the College’s budget, staffing and training needs. Listed below are some of the issues and needs related to technology that have been identified:
 - Upgrade computer labs and relevant equipment on a consistent three-year cycle;
 - Create a cycle for implementing smart stations and smart boards in all instructional spaces on campus;
 - Upgrade computer hardware and software within faculty and department offices on a consistent three-year cycle;
 - Explore the creation of wireless hot spots in appropriate spaces throughout the Middletown and Newburgh campuses;
 - Consider the desire and feasibility of student owned or leased laptops upon admission;
 - Create faculty and department web pages for posting assignments, syllabi, activities, updates, etc.;
 - Provide hands-on technology skills training and consultation through the Center for Teaching and Learning to keep staff current on the latest hardware and software; and
 - Ensure that non-computer related technologies or tools and capital equipment needs and budgetary requests are kept current.

- **Curriculum Change/Program Design** – Technology and international commerce have changed the workplace dramatically, and a new skill set for employees is needed. Additionally, changing demographics and the preparedness of students who are served by the college are requiring that programs and curriculum change and adapt. Listed below are some of the issues and needs related to curriculum change/program design that have been identified:
 - Explore the need for evening, weekend and non-traditional scheduling options for the delivery of programs and curriculum to better meet the needs of diverse students and the workplace;
 - Ensure an inclusion of the cultural arts, diversity, critical thinking, communication skills, information literacy etc. within the curriculum and programming for the community;

- Identity, review and assess the common academic core that should exist in all AA, AS and AAS programs;
 - Collaborate with the Center for Adult and Professional Education (CAPE) to build alignment between credit and non-credit offerings, certifications and continuing education courses;
 - Identify degrees that should be offered partially or entirely on-line and determine which programs should add web-based or hybrid course options for students;
 - Address technical support services for students taking courses on-line;
 - Incorporate specialized industry certifications within credit and degree programs to provide students with value-added skills;
 - Increase program articulation agreements to ensure a seamless transfer and to broaden career paths for students; and
 - Create learning communities and student cohorts such as a First Year Experience to enhance retention.
- **Professional Development** - Higher education professionals are in the business of learning and helping students grow. Modeling lifelong learning and continuously seeking out new knowledge and new pedagogy are essential to the personal and professional growth of educators. During the program review process the need for professional development was recognized, and the following issues and needs were identified:
 - Support teaching excellence, best practices and pedagogy through the Center for Teaching and Learning;
 - Support sabbaticals, licensure and CEU's, and attendance at national, regional and state conferences to stay abreast of current trends and to acquire new knowledge;
 - Create internships in the business sector to allow faculty the opportunity to incorporate contemporary real world applications within the curriculum;
 - Establish partnerships for international visiting professor opportunities that enrich the multicultural perspective and enhance global understanding;
 - Provide mentoring for new faculty, adjuncts, and Community College in the High School's (CCHS) faculty; and
 - Address the ongoing need for technology training through the Center for Teaching and Learning and initiatives such as a Technology Academy with hands-on learning.
- **Collaboration and Partnerships** – In the age of limited resources and dwindling state support, all institutions must look for ways to optimize their assets. Seeking partnerships to optimally leverage human and capital resources is a wise choice. Community colleges are noted for their entrepreneurial mindset, and as the program review process has evolved at SUNY Orange thoughtful ideas for working collaboratively have emerged. Listed below are the issues and suggestions identified:
 - Seek out new opportunities for collaboration and programming such as the Hudson Valley Consortium for Domestic Preparedness, Response and Recovery;

- Strengthen and expand partnership efforts, articulation and other activities such as discipline-specific Alliance Meetings with area Pre -K-12 school districts and the BOCES through the newly created Office of High School Relations that includes *Community College in the High Schools, College Experience Program, Center for Youth Development and Tech Prep*;
 - Develop a plan for expanded offerings, the appropriate sequencing of courses and the identification of signature programs at the Extension Centers at Monroe, Port Jervis, and Warwick;
 - Create stronger ties between CAPE and credit departments and programs to develop new non-credit offerings;
 - Develop a formula for resource sharing between CAPE and credit departments to serve as an incentive for building discretionary funds within department budgets;
 - Investigate securing appropriate bachelor degree granting institutions who might offer SUNY Orange graduates from AA, AS or AAS programs the opportunity to complete their bachelor's degree on the SUNY Orange Campus;
 - Assertively seek relationships with Community Based Organizations, theatre or cultural groups, non-profit organizations and the business sector to provide training or credit programs on-site and to engage in win-win partnerships that enhance revenues for all parties; and
 - Develop a plethora of internship opportunities for students through collaborative efforts with academic departments and the Career Services Office and strengthen relationships with the corporate sector.
- **Student Support** – At the heart of the institution are students, and as the program review process evolved, it was evident that services could be strengthened to enhance learning. The following suggestions and issues were identified:
 - Implement a system to gain on-going feedback from students regarding the quality and effectiveness of the learning experience and support services offered;
 - Create a selective Ambassador program that provides free tuition and leadership development for students;
 - Enhance retention efforts through collaboration between Academic Affairs and Student Development in areas such as academic advising and development and administration of specialized programs for at-risk students;
 - Explore the feasibility of creating a First Year Experience and/or expanding or reinventing the student success course;
 - Ensure that adequate tutor services and academic assistance are available to meet the needs of students;
 - Balance meeting the needs of diverse students including those designated in the Honors program and those placed into developmental courses; and
 - Create a one-stop center that addresses student needs more fully.