# Academic Master Plan

## 2009 – 2015

**Submitted May 2010**

**By the Dean of Instruction, Dr. Susan Deer**

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# Introduction

## Academic Master Planning

…Putting Planning into Collaborative Action

## What is Academic Master Planning?

- A framework for decision-making within a learning community
- A vehicle for others to design plans (i.e. Technology; Facilities; Enrollment Management; Marketing)
- A framework for resource allocation
- A future vision mapped out with goals and objectives

## To take it a little further, an Academic Master Plan also:

- Provides an action plan that faculty and staff not only buy into, but believe in
- Keeps the College in sync with trends within the labor market
- Serves as a vehicle for program growth in order to provide the best teaching and learning experience for both teachers and students
- Provides for better faculty staff and development
- Pulls the campus together and boosts morale
- Provides a transparent vision for the entire campus to become part of
- Puts perspective on planning that the entire campus community will believe in

## Strategic Planning Process

The strategic planning process at SUNY Rockland Community College begins at the Board of Trustees level. There is a Trustees Planning Retreat in June when the College's Vision, Mission, Goals and Objectives are reviewed. This sets the strategic direction at the College and all departmental planning must meet the Goals & Objectives of the College in order to attain funding.

Institutions of higher education across the country, both two-year and four-year, have taken the concept of strategic planning and revitalized it into action planning in order to help colleges move forward in meeting the needs of constituents and stakeholders. Institutional planning today is about implementation and results. It is about working towards attaining the goals that will meet the needs of the institution, the students, and the community in general. Rockland Community College has embraced strategic planning and the commitment to moving the college forward. This is reflected in the College Planning Committee priorities for 2008 – 2009 in its recommendation to develop comprehensive plans to achieve the College mission and maximize enrollment. This will be accomplished by:

- The Development of a Strategic Plan
- Academic Master Plan Development and Implementation, which then drives the development of the following:

    - Enrollment Management Plan
    - Technology Plan
    - Facilities Master Plan
    - Assessment Plan
    - Marketing Plan
    - Budget

## A Work in Progress

The Academic Master Plan is designed to be a "work in progress" since academic, workforce and community trends change and emerging needs may warrant revisions. Outcome assessments and program reviews will help keep Academic Affairs abreast as needs change. This plan includes an aggregate, reflecting a five-year vision with specific goals developed by each academic department. The ultimate goal is to take each department to its highest level in meeting the needs of our students and our community.

Each academic department plan addresses that department's vision, including:

- Curriculum and Program needs
- Future Development
- Strategic Enrollment and Retention
- Facilities Needs
- Technology Needs
- Personnel Needs
- Innovative Ideas for New Funding Streams

## Factors for Success

In order to be successful, an Academic Master Plan must be supported and believed in by the entire campus community. This includes the faculty, the staff, the administration and the student body. The Academic Master Plan must reflect the overall mission and vision of the college and it must be "transparent". This document must be molded by all of those whom it will impact. Support areas are also included in the Academic Master Plan, as it is not just inclusive of Academic Affairs. In its implementation, the global contribution and support of the entire campus is necessary. For this reason, support areas in addition to academic affairs have been included in the formation of this Academic Master Plan.

RCC is the only public institution of higher education in Rockland County and prides itself on providing an accessible, responsive, student-centered learning environment while maintaining its position as a leading cultural resource for the surrounding community. SUNY Rockland offers quality higher education and lifelong learning, in an atmosphere that embraces academic excellence, diversity, innovation, and global awareness.

## Preliminary Steps

The movement towards developing an Academic Master Planning process began in 2005, and culminated with the hiring of the Dean of Instruction during the summer of 2008. The person hired in this position was charged with facilitating the design, the development and the implementation of an Academic Master Plan.

The timeline for preliminary development of the Academic Master Plan ensued during the academic year 2008-2009. The initial step was to get data from Institutional Research to the academic departments. While this was taking place, newly revised Academic Master Plan forms were being developed (Appendix A) and all Division and Department Chairs were acclimated to the new planning process. On October 16, 2008, there was a two hour information session on Academic Master Planning, which incorporated a PowerPoint presentation for all Division and Department Chairs. This PowerPoint presentation is located in Appendix B. While transitioning to the new 5-year vision, Department Chairs were still responsible for submitting the old short range planning forms for 2009-2010. This provided time to transition to the new Academic Master Planning process and ensure that the budgeting process for that transition year would not be interrupted.

After a general overview of Academic Master Planning, the new Dean of Instruction met individually with each department chair to mentor them in the process of this new action planning process. After all of the Academic Master Plans for each department were submitted and reviewed, they were presented to the college faculty for their input, suggestions, and overall ideas. The final plan was then formulated for each department. This plan included a departmental vision, goals, and actions (objectives and outcomes expected).

## Emerging Common Themes

After the academic department plans were reviewed, common themes developed. These emerging themes are a critical part of the overall planning process, and are discussed within this

document. The collaborative efforts of all those involved has stimulated a shared excitement towards the direction of the future growth of SUNY Rockland. The trust, effort, input, and belief of all those involved has been phenomenal, and the campus community should be applauded for this project.

## Main Sections of This Document

1. Acknowledgements
2. Introduction to Academic Master Planning
3. Mission, Vision and Strategic Plan,
4. Demographics
5. Developing Themes
6. Academic Affairs
7. Business and Information Technology
8. Humanities, Social and Behavioral Science
9. Math, Natural and Health Sciences
10. Implications and Considerations
11. Accomplishments and Priorities
12. Appendix with Glossary

## Challenges and Responses to the Process

Although strategic planning has been a part of the RCC culture in the past, the building of the Academic Master Plan this past year presented an interesting set of challenges. There was a desire for increased transparency, yet a skepticism concerning results. There was a question of trust and issues raised regarding the utilization of data as well as its validity. Many in the College community were tired of having a cloudy vision that maintained the mundane.

However, this past year of planning has produced tremendous support and collaboration from the campus community as well as a renewed buy in and trust within strategic planning. This Academic Master Plan represents a new beginning. This beginning warrants institution wide understanding, as our academic culture experiences the process of Academic Master Planning collaboratively and transparently. This new beginning warrants our continued open communication and collegiality.

After several decades of turmoil, RCC has begun to increase enrollment, show stability within its culture, and raise itself to new levels within the demands of the 21st century. A new President and a new Board of Trustees provided RCC with the ability to build a solid foundation on which to continuously grow academically.

## Transparent View of Our Five Year Plan

This Academic Master Plan has been put together as the result of years of planning, but also reflects eleven months of listening. It is not perfect, and it is not all-encompassing. It is a transparent view of a five year vision to be shared by the entire RCC community. It is a process in progress. The Academic Master Plan is open to other ideas and revisions as needed. It was designed to create a foundation and a culture which supports stronger academic programs and

ensures student success. This Academic Master Plan provides incentive to trust and embrace buy in. It is an exciting time to be at RCC as we now all share a unified, transparent vision for the future.

## Academic Master Plan Consistency

The visions, goals and actions within this Academic Master Plan are consistent with: the Memorandum of Understanding RCC and SUNY Goals & Objectives (March 2007); Middle States (shared decision-making and the need for an Academic Master Plan); and, the Mission, Vision, and Strategic Planning of the College.

# Tentative Timeline – Academic Master Plan
**(revised 5-22-09)**

| DATE | ACCOMPLISHMENTS |
|---|---|
| **2008** | |
| | |
| Aug 7 | Meeting with Academic Division Chairs |
| | |
| Aug 11 | Tentative Timeline to the General Cabinet |
| | |
| Sept 2 - Sept 11 | Meetings with Division Chairs |
| | |
| Aug - Sept 19<br>Oct 14 | Internal and external data collected, extracted, and consolidated for Division Chairs and Department Chairs by Institutional Research |
| | |
| Sept 1- Sept 27 | Design of Academic Master Planning Information Form and Vision/Goals Summary Form. Continued work with Institutional Research in refining necessary data |
| | |
| Sept 15 - Oct 3 | Preliminary meetings with Division Coordinators to discuss Academic Master Planning |
| | |
| Oct 16 | All Divisional Program Coordinators Meeting<br>(Packets disseminated) |
| | |
| Sept 22 - Oct 24 | Ongoing meetings with academic support areas on Academic Master Planning |
| | |
| October 20 - Nov 14 | Individual Meetings with Department Chairs to discuss Academic Master Planning; Department Vision & Goals; and, the filling out of the AMP Information Form |
| | |
| Oct 20 - Nov 19 | Department Chairs fill out and submit Academic Master Plan Information Form |
| | |
| Nov 14 | 2009 – 2010 Short Range Planning Forms due (2009 -2010 is the transition year into the Academic Master Plan) |
| | |
| Nov 17- Nov 26 | Dean of Instruction reviews 2009 – 2010 Plans submitted |
| | |
| Nov 26 | Dean of Instruction reviews 2009 -2010 Plan with Vice President for Academic Affairs |
| | |
| Nov 27 - Nov 30 | Thanksgiving Break |

| | |
|---|---|
| Dec 1 - Dec 31 | Dean of Instruction reviews all Division Academic Department Academic Master Planning submitted |
| **2009** | |
| | |
| Jan 1- Jan 30 | Dean of Instruction continues review of all Division Academic Department Academic Master Planning submitted |
| | |
| Jan 30 - Feb 13 | Follow up with Division and Department Chairs<br>Packets put together outlining each Department's Vision, Goals, and Considerations |
| | |
| Feb 13 - Feb 17 | Academic Department packets sent to allfaculty@sunyrockland.edu for review before General Division Meetings |
| | |
| Feb 17 - Feb 27 | General Division Meetings scheduled for brainstorming feedback from all faculty members in each Division |
| | |
| March 5 | Deadline date for faculty feedback |
| | |
| March 9 - March 20 | Formatting of Department vision, goals, and considerations for RCC Web Page; typing and formatting of Personnel; General Themes; Introduction; |
| | |
| March 24 | Meeting with Jon Jon Chua (Information Tech) for RCC Web Site presence |
| | |
| March 26 | All academic department AMP vision, goals and considerations were available on the web for all RCC to view and provide feedback (Appendix) |
| | |
| April 1 | Division Chairs submitted draft of General Vision and Goals for each Division |
| | |
| April 6 - May 22 | Meetings with Academic Support areas for Vision, Goals and Actions |
| | |
| May 26 - June 12 | Pulling it all together |
| | |
| June 29 | Presentation of the Academic Master Plan to the Board of Trustees |
| Fall 2009 | Academic Department Action Planning 2010-2011 |
| Spring 2010 | Revisions/Editing Draft of Academic Master Plan |
| May 12, 2010 | Final Draft presentation to the RCC Board of Trustees |

# RCC History and Heritage

Situated within one of New York's most diverse counties, RCC offers multiple opportunities and pathways towards building a future of hope and success. SUNY Rockland Community College was founded on a dream. Lester Rounds, a local school superintendent, proposed the idea for an affordable, grassroots, two-year college in his doctoral dissertation for Columbia University. Amid stirring of Rockland County's conversion from a sleepy hinterland to bustling suburbia----along with a burgeoning school-age population, spiraling college costs, and growing needs for advanced skills----Rounds and other forward-thinkers spent five years bringing the dream to fruition. In the fall of 1959, SUNY Rockland Community College opened its doors for the first time, to a student body of 139 students; 87 men and 52 women. One hundred and nineteen of these students attended full-time and twenty were part-time students. They were high school graduates eager to capitalize on an affordable, two-year alternative at their own doorstep. They were homemakers with children to care for and they were veterans thankful for a second chance. (*Rockland Community College: The Early Years*, by Jamie Kempton,
Donning Company Press, 2000).

In 2009, SUNY Rockland celebrates its 50th Anniversary and continues to strive to meet the dreams of Lester Rounds and the other founders of the College. As a community college operating under the program of the State University of New York, SUNY Rockland offers the best of both worlds: an outstanding education at a fraction of the price charged by private colleges. Located just 25 miles northwest of New York City, on a safe and attractive 175-acre campus, SUNY Rockland is convenient to the excitement and culture of New York City as well as to the recreation and history of the scenic Hudson Valley. SUNY Rockland is the only public higher education institution in Rockland County offering small classes, personal attention and caring faculty. In addition to the main campus in Suffern, the College operates extension centers in Spring Valley and Haverstraw. Close to 10,000 people are enrolled in credit and non-credit courses and over 200,000 people visit the campus each year for cultural, recreational and commercial events.

## Historical Impacts on Academic Master Planning

Rockland Community College experienced a history similar to many of its community college counterparts. However, during the latter 1980s, RCC experienced a tumultuous time period that affected its growth over the next several decades. The purpose here is not to reiterate that history, but to give an understanding of the subsequent impact on Academic Affairs, and consequently the college, as a result of that history.

As a result of the tumultuous history that lasted almost two decades, RCC experienced a tremendous turnover in top administrators as well as an elimination of many programs. Departments like the Center for Personal & Professional Development (CPPD) and Graphic Arts were actually phased out. Baker Camp, the Garden Café, and many academic programs became the victims of new and transient top administrators. Academic Divisions were re-organized into clusters; the college fund balance which was in the black at the time ended up with a zero balance; the original Pluralism and Diversity (PDA) course concept was totally re-vamped; many faculty were released; the state-of-the-art Writing Center was re-designed; and, the negative

publicity kept student enrollment at declining or flat levels until it finally began growing again in 2002.

## Moving Forward

Since that time, RCC has hired a new President and has a new Board of Trustees. The President of the College and the Board of Trustees are working together in re-building not only the reputation, but the foundation of SUNY Rockland. After several years of this rebuilding, the college is now ready to move forward and beyond the Judaic Studies scandal, let go of the almost twenty years of turmoil, and move forward. RCC is ready for the implementation of this pro-active Academic Master Plan. Some areas may take longer than others to rebuild, some areas have begun the process already. Collaboration, open communication, and transparency, all working together within Academic Affairs, presents an exciting worthy challenge. This is an exciting project that the current faculty and administration are ready to tackle together. It is an exciting time to be at RCC.

# Strengths, Weaknesses, Opportunities and Challenges (SWOC)

**This analysis** is an examination of both the positive and negative factors to consider in determining a successful path forward. Positive internal factors are defined as Strengths, with negative internal factors defined as Weaknesses. External positive factors are defined as Opportunities, and external negative factors are defined as Challenges. The Academic Master Planning SWOC analysis has determined that the College offers quite a few strengths on which to build upon, several weaknesses to be aware of, opportunities that need to be explored, and challenges to be cognizant of. The items that follow are concurrent with the analysis presented by the Office of the Executive Vice President for Finance & Administration. This analysis process has given the Academic Master Plan the foundation to enhance the mission and vision at RCC, and a realistic view of weaknesses and challenges. It also serves as an important guide in determining an effective appropriate prioritization of goals and allocation of resources.

**Strengths**

- Excellent Faculty
- Excellent Value for the Cost
- Academic Programs that Meet Career/Workforce Need
- Nationally Recognized Honors Program
- Outstanding Nursing Program
- Generally Strong Academic Programs
- Effective Methods of Recruitment
- Safe Campus
- Small Class size
- Articulation Agreements
- Strong Mission, Vision, and Goals
- Commitment to Excellence in Teaching & Learning
- Program Review, Assessment, and Curriculum Development
- A History of Community Involvement
- Geographic Location
- Updated Physical Facilities
- Strong Technological Infrastructure
- Opportunities for Student Leadership Development
- Relationship with County Government
- BOCES Partnerships
- Unit of SUNY
- High School Relationships

**Weaknesses**

- Student Retention
- Graduation Rates
- Ratio of Full-Time to Part-Time Faculty
- Inconsistent Internal and External Perceptions of Institutional Quality
- Lower than optimal enrollment of County Students
- Specific Development Retention Programs
- Inconsistent Use of Advisory Committees
- Coordination between Credit and Non-Credit Programs
- Marketing of New and Current Programs
- Student Surveys & Institutional Data
- Classroom Facilities
- Faculty and Course Evaluation Process
- No Student Representation on College-Wide Committees
- Shared Governance Structure
- Communication
- Training in the Areas of Pedagogy, Technology, and Leadership

**Opportunities**

- Expansion of College in the High School Program
- OURS Consortium
- Expansion of Programs in Haverstraw
- Increased Demand for Skilled Work Force
- Entrepreneurial Training and Programs
- Expansion of Rockland County Employee Training
- State's Emphasis on Community Colleges Playing a Larger Role in Economic & Community Development
- Additional Online Courses & Opportunities for Faculty
- State of the Art Student Academic Support Services
- New Opportunities for CPPD thru Partnering with Academic Departments
- Collaborative Effort between Academic Affairs & Student Development in the Advisement of Students
- Green Sustainability Initiatives & Funding
- Annual Giving Campaign
- Online Certificate and Degree Programs
- Transparent 5-Year Planning
- Literacy and Workforce Development for Under-Prepared Populations

**Challenges**

- Inconsistent & Insufficient State Funding of Community Colleges
- SUNY Four-Year Colleges
- Rockland County Four-Year Colleges
- Unfavorable Rockland County Demographic Forecasts
- Ramapo College
- Westchester Community College
- Orange County Community College Expansion to Monroe
- Increasing Number of Students Attending Non-Public Schools
- The Economy in General
- Limited Classroom Facilities & Increased Enrollments
- Funding for Academic Programs & Academic Support Services
- Unfunded SUNY, State and Federal Mandates

## ROCKLAND COMMUNITY COLLEGE

# Charter and Governance

Rockland Community College functions under the auspices of the State University of New York and is sponsored by Rockland County. The College is governed by a Board of Trustees consisting of ten members, four appointed by the Governor of the State of New York and five by the Legislature of Rockland County. The tenth member, a student trustee, is elected by the students annually. The Faculty Senate is the principal agency through which faculty participates in the governance of the College. The Senate meets monthly to study issues and recommend policies to the vice presidents, and consists of three senators from each of the six academic divisions plus 22 senators-at-large. The College's operating budget is funded by the State of New York, the County of Rockland and student tuition. Capital costs are shared by the State and Rockland County.

## STATE UNIVERSITY OF NEW YORK (SUNY)

### Community College Vision Statement

The SUNY Community Colleges, individually and as a system, are leaders in higher education in New York State and in the nation. They are highly effective in responding to the educational needs of all people and the local, regional, state and global communities to which they belong. Innovative and flexible learning options, strategies, and technologies characterize their array of constantly evolving programs and services in general education, workforce training, community service and economic development.

### Community College Mission Statement

The SUNY Community Colleges ensure open access to high quality postsecondary education and contributes significantly to the development of an educated citizenry and skilled workforce. They offer comprehensive learning opportunities ranging from transfer and career degrees to programs customized to serve specific individual, community, business and economic development needs. All share a dedication to instruction and services that nurtures the academic and personal achievement of individuals with diverse backgrounds and aspirations.

# Rockland Community College Vision & Mission Statements

## Vision Statement

Rockland Community will be an innovative, learning-centered community college recognized nationally as a leader in higher education and as an essential link to the economic and cultural vitality of Rockland County.

## Mission Statement

Rockland Community College, an open admissions institution, provides an accessible, responsive, student-centered learning environment and a cultural resource for the community. Facilitating the achievement of educational, professional, and personal goals, Rockland Community College offers quality higher education and lifelong learning in an atmosphere that embraces academic excellence, diversity, innovation and global awareness.

The college identifies with and responds to the needs of this community and is instrumental in shaping its future. As such, the ongoing mission of Rockland Community College is to:

- Seek out and encourage all those who wish to learn without regard to ethnic or racial background, color, religion, gender, physical ability, nationality, age, marital status, sexual orientation, economic status, developmental stage, or prior educational achievement
- Develop the knowledge, skills and understanding for life, work and responsible citizenship within a diverse and changing world and culture.
- Foster opportunities for lifelong learning which integrate a person's life, career and educational goals
- Provide leadership in Rockland County for academic, economic and creative development and serve as a resource for community services and cultural affairs
- Promote the values and purposes of higher education by reaching out actively to diverse populations who might otherwise not have considered attending college, discerning their needs and devising programming to meet those needs

Rockland Community College reasserts its commitment, as an open-admissions college, to meet the diverse needs and learning styles of its students, to help all those who need to secure financial aid and to provide competency assessment, life, career and educational planning, flexible scheduling, alternative learning modes and accessible locations for learning throughout the county.

Through a variety of educational experiences, Rockland Community College strives to connect the theoretical with the practical, as well as the liberal and the vocational, by encouraging students to confront problems and situations first-hand and to examine contemporary social, political and ethical issues from differing perspectives and values.

Rockland Community College will continue to offer courses of study, co-curricular activities, student support programs, professional development seminars, opportunities for athletic competition and cultural events. The College will provide these services to those who seek to

undertake professional or technical training; to begin or change a career; to upgrade or develop new skills; and to engage in cultural enrichment or personal development.

To accomplish its mission, the College is committed to recruiting and sustaining excellent faculty, administrators and staff. The College is committed to professional development, to maintaining a safe and attractive environment in which learning can flourish and to achieving fiscal stability to ensure the quality of its services.

## The College's Mission of Inclusiveness

### A Commitment to Diversity

SUNY Rockland Community College is a broadly diversified institution, committed to recognizing the diversity of values and beliefs on campus. The College condemns bias and all other acts of hatred and violence. Furthermore, the College condemns all forms of bigotry, discrimination, harassment, physical and verbal abuse.

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RCC, a unit of the State University of New York, adheres to federal and state laws and regulations and State University of New York policies which prohibit discrimination based on race, ethnicity, religion, gender, national origin, disability and sexual orientation. Various procedures are in place for the expeditious review and effective resolution of allegations of prohibited behavior.

In a college, ideas are constantly introduced, examined, and evaluated. The expression of ideas constitutes the daily environment of a learning community. Some of them are contradictory and some are repugnant, but, it is hoped, all are intellectually stimulating and respected. It is appropriate, therefore, to reaffirm the College's dedication to both freedom of discourse and freedom from unlawful discrimination and to declare that these are not contradictory values but complementary rights. Ideas, values and lifestyles should be freely and openly discussed, allowing an opportunity for all sides to be heard and considered. At the same time, the safety of persons and property must be upheld, since there can be no free discourse in an atmosphere of intimidation.

SUNY Rockland Community College gives recognition to Constitutional guarantees of freedom of expression, including the right to express views, opinions, and beliefs that some may find offensive. While not tolerating hostile, intimidating or abusive language, the College will make every effort to promote free speech in accord with appropriate statues and judicial precedents. Clearly, the College will not condone language which incites individuals to illegal and/or violent acts or causes physical or verbal abuse towards any member of the College community. More importantly, this institution expects members of the College community to contribute to creating an environment of mutual respect and tolerance for individual differences.

# Planning Priorities Accomplishments for 2007-2008

## VP Finance & Administration:

1. Replace Datatel Server. ***Accomplished***
2. Provide appropriate staffing to support the College's website. ***Accomplished***
3. Document all processes and create an IR procedures manual. ***Implemented & ongoing***
4. Research External Demographics including populations trends, job-markets, GES mapping etc. ***Implemented & ongoing***
5. Improve Campus-wide emergency notification system - Installation of first phase. ***Campus-wide alarm system has begun***
6. Continue to improve security systems in building and computer labs. Continue to monitor and upgrade security system and purchase current technology consistent with needs. Radio communication system was upgraded, panic buttons installed in the Dean of Students area and Campus Fun and Learn facilities, additional security cameras were installed in critical areas, computerized incident reporting system was installed and the SUNY Alert Text Messaging System has been installed and is being tested. ***Ongoing***
7. Develop Institutional Research calendar of reports for IPEDs, SUNY and State Ed reporting requirements. ***Accomplished***
8. Provide adequate staffing to properly operate and maintain campus building and property. Hire Assistant Director of Plant Facilities. ***Accomplished***
9. Implement on-line budgeting system. Install and utilize Datatel Budget Module. ***Accomplished***
10. Generate new revenue stream through the use of a wireless Network in the Fieldhouse. ***Accomplished***

## VP Academic Affairs:

1. Renovated the Black Box Theater. ***Implemented***
2. Updated Auto Tech Equipment and will continue to do this until we have all the materials and equipment to allow NATEF Certification. ***Implemented & Ongoing***
3. Created a Smart Speech Classroom, with video equipment and electronic Smart Board. ***Accomplished***
4. Grant received, work beginning on the renovation of the Chemistry Labs. ***Implemented***
5. Hired Full Time Faculty, which was a priority. ***Accomplished***
6. Completion of Video Conferencing Rooms. ***Accomplished***
7. Approval of the Physical Education Studies Degree. ***Accomplished***
8. Relocated the OTA program to the main campus. ***Accomplished***
9. Relocated the EMS program to the main campus and built new laboratory space. ***Accomplished***
10. A Nursing Trauma lab (state-of-the-art) was built. ***Accomplished***
11. The Speech Clinic was upgraded and relocated to a more centralized place on campus. ***Accomplished***
12. Developed a 3 + 1 program with SUNY Cobleskill to bring them onto the RCC campus to allow students to obtain their baccalaureate degree without leaving the county. ***Accomplished***
13. Increase in on-line course offerings. ***Implemented & Ongoing***

**VP Student Development:**

1. Incorporate Title III grant-funded personnel lines into the College budget. ***Accomplished***
2. Increase students' involvement in co-curricular activities. ***Accomplished***
3. Establish English as a Second Language - Haverstraw. ***Accomplished***
4. Pilot Writeplacer Plus. ***Accomplished***
5. Offer Financial Aid workshops to faculty/administrators. ***Accomplished***
6. Expand Student Support Services - Spring Valley. ***Incomplete***
7. Establish Pre-Collegiate Enrollment Program IPCEP). ***Accomplished***
8. Research & Purchase Current Assistive Technology. ***Accomplished***
9. Career Service / Job Placement Expansion. ***Accomplished***
10. Assist Directors of Haverstraw & Spring Valley Extension Centers with Financial Aid workshops and training. ***Accomplished***

# Planning Priorities Accomplishments for 2008-2009

1. Science Lab Renovations. ***In Progress*** (Chemistry is almost done, other labs still need work)
2. Foreign Language Lab. ***Not Done***
3. Wellness & Fitness Center Updated. ***Accomplished***
4. Wellness & Fitness Center Updated. ***Accomplished***
5. Automotive Tools for NATEF Certification. ***In Progress***
6. Speech Clinic – move to 1208-1010. ***Accomplished***
7. Dean of Academic Services. ***Implemented with Dean of Instruction***
8. Electrical Tech Faculty. ***Accomplished***
9. Computer Aided Design Faculty. ***Accomplished***
10. Pluralism & Diversity Faculty (2). ***One faculty member was hired***
11. English/Journalism Faculty. ***Accomplished***
12. History Faculty. ***Accomplished***
13. Geography/History Faculty. ***Accomplished***
14. Dance Faculty. ***Accomplished***
15. Foreign Language Faculty. ***Accomplished***
16. Mathematics Faculty. ***Accomplished***
17. Philosophy Faculty. ***Accomplished***
18. Chemistry Faculty. ***Accomplished***
19. Finance/Business Faculty. ***Not Done***
20. Psychology Faculty. ***Accomplished***
21. Physical Education Faculty. ***Accomplished***
22. Assistant Director of Distance Learning. ***Not Done***
23. Full-time CSEA for Performing Arts. ***Accomplished***
24. Part-time CSEA for Evening/Weekend Dept. ***Not Done***

SUNY Rockland Community College Strategic Planning
Goals & Objectives **2009-2013**

## GOAL 1: Provide comprehensive programs and services to enhance student recruitment and to promote student success

1. Develop an enrollment management plan that incorporates and coordinates the activities related to recruitment and retention
2. Develop and implement a comprehensive college recruitment plan to increase enrollment by 17% over the next five years.
3. Develop and implement a plan to improve student retention to increase retention by 10% over the next five years
4. Develop and implement "Customer Orientation" for all employees.
5. Evaluate the effectiveness of all components of the enrollment, advising and registration process

## GOAL 2: Respond to the changing needs of our increasingly diverse student population

1. Enhance program and services designed to promote multiculturalism
2. Identify the needs of our emerging student body, both current and future, and respond with appropriate teaching and learning methodologies and content
3. Enhance programs for adult, evening and weekend students
4. Include information literacy as a basic requirement for students
5. Conduct ongoing curriculum review to ensure its relevant to civic, social and economic realities
6. Explore the possibility of offering new degree and certificate programs
7. Create an environment that embraces and nurtures diversity within our college community

## GOAL 3: Emphasize a student-centered approach to learning and service delivery

1. Continue to provide alternative methods of access for student (i.e. Internet access to college services and information including registration etc.) so as to reduce the demand for in-person services at enrollment offices
2. Continue and evaluate one stop shop admissions, registration and enrollment process that includes payment activities.

## GOAL 4: Provide alternative modalities for service delivery, including flexible scheduling, learning labs for distance learning, and non-credit courses

1. Expand distance learning opportunities and support services through the use of contemporary technology tools and develop a comprehensive resource plan for implementation
2. Explore the demand and ability to implement flexible class scheduling

## GOAL 5: Maintain a curriculum and programs including off campus sites which respond to the emerging needs of our external community

1. Expand non-credit course offerings
2. Explore the need for the off hours and off campus courses and develop a plan for implementation as required
3. Continue to celebrate the diversity of Rockland County in college academic and cultural programs
4. Continue to actively pursue grants relative to program development to maintain "excellence in teaching."

## GOAL 6: Implement comprehensive methods to assess all programs

1. Continue to conduct ongoing curriculum and program reviews to assess effectiveness
2. Implement the institution wide outcomes and assessment process
3. Develop a process for ongoing environmental scanning
4. Coordinate strategic planning with Outcomes Assessment and Curriculum Committees for
5. the review of academic programs
6. Develop review processes for services and programs not covered by the Curriculum Committee

## GOAL 7: Establish the necessary facilities, equipment, and technology which support the goals and objectives of the College

1. Complete the academic master plan
2. Develop a comprehensive institutional technology plan consistent with the academic master plan
3. Update the facilities master plan to be consistent with the academic, student services, and technology plans
4. Inventory and assess current resources and project future needs consistent with the academic, technology, and facilities plans
5. Continue to increase the attractiveness and the availability of the College to the community

## GOAL 8: Improve communication among students, faculty, and staff through the use of emerging technologies

1. Develop a comprehensive institutional technology plan, consistent with the Academic Master Plan that integrates appropriate technologies into, the teaching learning process, the delivery of student services and administrative operations
2. Assure that student achieve competency in information literacy
3. Expand the use of technology to support institutional information gathering and dissemination
4. Implement continuous technology training for faculty, staff, and students

## GOAL 9: Provide leadership and training to support the growth and development of Rockland County in response to its workforce needs

1. Provide workforce development for business and industry to enhance economic development
2. Form collaborative partnerships with government, organizations, business and industry to determine needs, develop resources and provide appropriate education

## GOAL 10: Foster an environment of expanded collaboration, consultation and communication within the College and between the College and its external constituents

1. Create an environment of mutual respect that allows for open access and comfortable exchange of ideas between the College and the community it serves
2. Provide opportunities that encourage interaction and collegiality and foster morale within the College community
3. Ensure the use of formal and informal vehicles of communication
4. Develop partnerships with high schools, other community colleges and four-year colleges
5. Expand the use of technology to support information gathering and dissemination
6. Establish linkages to county wide organizations
7. Develop a public relations program

## GOAL 11: Maximize the use of our human resources by recruiting, developing and training faculty and staff

1. Provide resources for faculty and staff growth, development and training as a priority towards excellence in instruction
2. Develop and implement a five-year staff development plan to infuse technology into pedagogy and the work environment
3. Determine College labor force needs and deploy staff as appropriate
4. Continue to integrate adjunct faculty as fully as possible into campus life
5. Continue to improve the ratio of full to part-time faculty
6. Achieve a diverse College workforce which is reflective of our changing student population
7. Address issues in attracting and retaining personnel in tech

## GOAL 12: Market the strengths of the College academic excellence and service to students

1. Develop a comprehensive college marketing plan
2. Develop print and other media products that include a consistent marketing message

## GOAL 13: Engage in short and long term planning to support and implement the strategic goals

1. Develop a process to ensure that budgeting reflects the priorities of the strategic plan.
2. Increase entrepreneurial approaches to generate additional revenue.
3. Continue to aggressively pursue alternate funding sources to supplement traditional sources.
4. Set priorities in accordance with the institutional mission.

# Demographics

Although the focus of Academic Master Planning centers around academic program growth, the planning process itself must consider a more global approach which includes Academic Affairs support areas, student development, administrative functions, etc. In this global approach, there must be consideration for what is going on around Academic Affairs.
This includes:

- External demographics in terms of general facts about community colleges
- General Facts about Rockland Community College
- General Facts about Rockland County
- Employment and career prospects for New York State and the Hudson Valley
- How are our RCC students doing
- How can we, as an institution of higher learning, better meet the needs of our students

The demographics presented in this section set the stage for the building of the Academic Master Plan. The data presented illustrates where and how we can and should better meet the needs of our students. When educationally preparing students for the workforce we need to offer them careers that will make them successful and marketable; When offering students a college education we need to find where they need support and offer it to them; and, when opening our doors to students we need to make sure that they are given the opportunity to succeed according to the goals that they have established.

A global look at community colleges in general gives us a look at trends, and a look at our own students has helped to build the foundation for this Academic Master Plan.

A study of demographics also gives RCC a view of enrollment trends and populations to target for recruitment as well as a statistical analysis of retention. The demographics included over the next several pages has not only supported the direction taken in the Academic Master Planning process but has also served as its foundational guide in the formation of a more global vision.

## Community College Facts

According to the Jan 2008 SCUP (Society for College and University Planning) Trends in Higher Education:

- "income disparities are increasingly being recognized as the most significant barrier to access and graduation for all students, …"
- Levels of literacy and numeracy are predicted to decline over the next several decades
- Construction on college campuses in the future will be particularly hit hard
- Federal student aid is actually getting scarcer
- Green technology offers many opportunities for business growth and creation
- Non-traditional students ages 26 – 65 who enter community colleges and receive mathematics refresher courses are more likely to graduate than students who enter right out of high school
- According to the Institute of Higher Education Leadership & Policy, "the most successful community college students avoided excessive course dropping and late registration, went full-time the majority of terms, and had the opportunity to take an orientation course to college"
- Students who meet with their adviser are more likely to gain from college according to NSSE and 61% believe that academic advising is very important (CCSSE)
- Students are more likely to finish a program when they are actively engaged with a faculty member
- Online education is expanding at nearly three times the rate of overall higher education enrollments (9.7% in online in 2006 versus 1.5% for overall higher education nationally)
- 42% of first year students at community colleges drop out before year two
- It costs 4 times more to recruit students than to retain them
- The first 4-6 weeks of college is key to student success but students receive little or no attention from advisors or mentors
- Faculty mentoring programs have been shown to improve retention

## SUNY Rockland Community College Facts:

- SUNY Rockland has experienced a 13% increase in enrollment over the past three years (one of the largest increases in enrollment amongst community colleges within the SUNY system)

- Over this same three year period, there was a 17.2% increase (547 students) in minority students

- English Skills enrollment from 2006 through 2009 shows that minority students represent between 49% to 63% (depending on the semester) of the total enrollment

- Only approximately 31% of all Rockland County CC students apply and/or qualify for financial aid. 51% of those students who do qualify represent a minority population

- Based on a SUNY College Students with Disabilities Report, self-reported students with disabilities show 267 students with learning disabilities in 2000 and 327 students in 2007. Overall impairment categories showed 441 students with impairments/handicaps in 2000 and 555 students with impairments/handicaps in 2007. This represents a 26% increase

- Over the last 3 years, approximately 78% of all RCC students were Rockland County residents

- 26% of RCC students in 2007 (1729 students) were economically and educationally disadvantaged

- Over 77% of all students attend RCC in order to transfer to a four-year college

- Approximately 34% of students transfer to SUNY colleges; 11% transfer to Ramapo College in NJ; 11% transfer to CUNY colleges; and, 22% transfer to other private colleges (2007 report from IR based on the class of 2004)

- Approximately 53% of RCC students are 19 years old and younger; the norm for other community colleges within the SUNY system is 33%

- In 2007, there were 28 courses offered at the Haverstraw Ext Site serving 511 students; at the Spring Valley Ext Center there were 20 courses offered serving 272 students

- ESL enrollment was at its highest in 2002 with 582 students; the enrollment in 2007 was 321 students. This represents a decrease of 44%

- During the fall semester of 2008, 880 students were enrolled in English developmental courses; 868 students were enrolled in Math developmental courses

- From the fall of 2002 thru the spring of 2008, 62% of RCC students persisted in the course work they were enrolled in. (16% failed; 13% withdrew; 9% received a grade of incomplete)

- The average class size at the college is 19 students. 20% of the current classes have an enrollment of 10 or less (280 classes); and, 18% of the current classes have an enrollment of 30 or more students (246 classes)

- In 2007 – 2008, there were 209 students enrolled in the MTS Honors program and 65 students enrolled in the MgD Honors program. In 2008, 107 Honors students graduated

- During the fall semester of 2007, 11% of the employees at RCC were full-time faculty; 53% were part-time faculty; 8% were full-time administrators; 0% were part-time administrators; 22% were full-time staff; and 6% were part-time staff

- There are approximately 250 international students enrolled representing over 50 foreign countries

- There are over 30 student clubs at RCC

- A survey of 798 graduates in 2008 revealed that 72% of those responding were employed

- When compared to SUNY peer institutions within the March 2007 Mission Review Memorandum of Understanding:

    - RCC was second to Nassau CC for % of faculty representing full professors at 45.7%
    - RCC had the highest percentage of tenured faculty at 90.9%
    - RCC was tied with the lowest percentage rate in retention (2003 cohort) at 59%

**The 5 most enrolled degree programs at RCC (fall 2007) were:**

AA Liberal Arts and Sciences – Humanities and Social Sciences--------- 1,965 students
AS Liberal Arts and Sciences – Mathematics and Sciences ---------- 1,184 students
AS Nursing ---------- 491 students
AAS Business – Business Administration ---------- 415 students
AS Criminal Justice – Police ---------- 286 students

**The 3 most enrolled certificate programs at RCC were:**

Early Childhood Development Certificate ---------- 41 students
Fitness Specialist ---------- 25 students
Paralegal Studies Certificate ---------- 15 students

## Rockland County Demographics:

Rockland County has a population of 296,483. The median household income is $75,306 which according to the US Census Report (2005) shows Rockland County as the 3rd highest county in New York State

According to the Director of Enrollment Analysis at the Office of Enrollment Management at SUNY, the projections of New York State high school graduates (2005) is expected to increase from 175,000 in 2005 to over 185,000 in 2009 but then decrease from 2010 to 2015

In Rockland County, it is projected that 3,394 students will graduate from New York State public and private high schools with the largest projected graduating class in 2011-2012 with 3,787 students. Based on the information provided it is expected that Rockland County will graduate an average of 3,628 students between 2005 and 2015 (Office of Enrollment Management, SUNY, 2005)

Rockland County houses 9 school districts and 6 institutions of higher education

Rockland County is one of the fastest growing counties in New York State with regard to diversity: 19% foreign born; 30% of residents speak a language other than English at home; and the number of households in which no adult speaks English has grown by 43% during the last consensus (the highest rate in New York outside of New York City)
(D'Angelo, M., 2005)

31.4% of the total population in Rockland County is Jewish

Rockland County is one of the nine counties of the Hudson Valley that have come together as one region to promote economic development. Those industries that are the top employers of the county are pharmaceuticals, telecommunications, home healthcare, utilities, manufacturers, and transportation.

# Demographics Tables

## New York State Top Careers Projections through 2016

(New York State Department of Labor 2009 Statistics)

| Job Title | Median Wage | Annual Average Openings |
|---|---|---|
| Retail Salespersons | $21,500 | 11,460 |
| Home Health Aides | $21,570 | 6,470 |
| Customer Service Representatives | $31,800 | 5,690 |
| Registered Nurses | $69,690 | 5,210 |
| Office Clerks, General | $26,280 | 4,950 |
| Child Care Workers | $23,070 | 4,630 |
| Food Preparation Workers | $19,870 | 4,100 |
| Personal and Home Care Aides | $22,320 | 3,880 |
| Executive Secretaries and Administrative Assistants | $46,010 | 3,790 |
| Bookkeeping, Accounting, and Auditing Clerks | $35,540 | 3,300 |
| Accountants and Auditors | $69,900 | 3,230 |
| Receptionist and Information Clerks | $27,230 | 3,200 |
| Security Guards | $25,360 | 3,110 |
| Teacher Assistants | $23,990 | 2,880 |
| Lawyers | $131,270 | 2,160 |
| Nursing Aides, Orderlies, and Attendants | $30,850 | 2,140 |
| Carpenters | $47,350 | 2,000 |
| Licensed Practical and Licensed Vocational Nurses | $40,570 | 1,860 |
| Electricians | $61,010 | 1,580 |
| Computer Systems Analysts | $83,060 | 1,480 |
| Cooks, Restaurant | $25,410 | 1,350 |
| Computer Support Specialists | $49,330 | 1,330 |
| Financial Managers | $132,760 | 1,260 |
| Middle School Teachers, Except Special and Vocational Education | $63,020 | 1,250 |
| Construction Laborers | $42,690 | 1,190 |
| Management Analysis | $77,800 | 1,180 |
| Automotive Service Technicians and Mechanics | $34,300 | 1,070 |
| Network Systems and Data Communication Analysts | $77,050 | 1,070 |
| Food Preparation and Serving Workers, Including Fast Food | $16,250 | 2,200 |
| Counter Attendants, Cafeteria, Food Concession, and Coffee Shops | $17,060 | 2,880 |
| Dining Room and Cafeteria Attendants and Bartender Helpers | $17,980 | 1,010 |
| Elementary School Teachers, Except Special Education | $61,870 | 3,160 |

## Hudson Valley Region Top Careers Projections through 2016

(New York State Department of Labor 2009)

| Job Title | Median Wage | Annual Average Openings |
|---|---|---|
| Retail Salespersons | $22,670 | 1,410 |
| Child Care Workers | $23,900 | 660 |
| Home Health Aides | $25, 610 | 620 |
| Registered Nurses | $73,700 | 570 |
| Customer Service Representatives | $32,170 | 540 |
| Office Clerks, General | $27,590 | 490 |
| Carpenters | $50,600 | 480 |
| Food Preparation Workers | $21,090 | 420 |
| Receptionists and Information Clerks | $27,250 | 390 |
| Secretaries, Except Legal, Medical, and Executive | $32,010 | 390 |
| Teacher Assistants | $24,870 | 390 |
| Construction Laborers | $46,180 | 370 |
| Secondary School Teachers, Except Special and Vocational Education | $67,430 | 370 |
| Bookkeeping, Accounting, and Auditing Clerks | $36,990 | 360 |
| Elementary School teachers, Except Special Education | $70,630 | 350 |
| Executive Secretaries and Administrative Assistants | $46,330 | 340 |
| Counter Attendants, Cafeteria, Food Concession, and Coffee Shops | $17,090 | 330 |
| Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products | $60,070 | 330 |
| Personal and Home Care Aide | $21,950 | 320 |
| Landscaping and Grounds keeping Workers | $26,600 | 310 |

**New York State Top 25 Fastest Growing Occupational Projections To 2016** (New York State Department of Labor 2009 Statistics)

| Title | Percentage Change | Employment 2006 | Employment 2016 |
|---|---|---|---|
| Network Systems and Data Communications Analysts | 41.9 | 17,100 | 24,270 |
| Computer Software Engineers, Applications | 38.0 | 32,250 | 44,490 |
| Home Health Aides | 37.8 | 138,290 | 190,610 |
| Personal and Home Care Aides | 35.0 | 74,680 | 100,790 |
| Medical Assistants | 30.3 | 18,060 | 23,540 |
| Dental Hygienists | 25.2 | 9,390 | 11,760 |
| Dental Assistants | 24.4 | 17,570 | 21,860 |
| Physical Therapist Assistants | 23.3 | 3,220 | 3,970 |
| Substance Abuse and Behavioral Disorder Counselors | 22.3 | 8,960 | 10,960 |
| Computer Systems Analysts | 22.1 | 30,520 | 37,260 |
| Physical Therapist Aides | 21.4 | 2,810 | 3,410 |
| Network and Computer Systems Administrators | 21.2 | 17,980 | 21,800 |
| Helpers—Carpenters | 20.8 | 8,090 | 9,770 |
| Physical Therapists | 20.4 | 12,870 | 15,490 |
| Security and Fire Alarm Systems Installers | 20.3 | 3,690 | 4,440 |
| Fitness Trainers and Aerobics Instructors | 20.0 | 16,860 | 20,230 |
| Tile and Marble Setters | 20.0 | 3,550 | 4,260 |
| Veterinary Technologists and Technicians | 19.9 | 3,260 | 3,910 |
| Social and Human Service Assistants | 19.8 | 33,540 | 40,170 |
| Helpers—Pipelayers, Plumbers, Pipefitters, and Steamfitters | 19.8 | 3,290 | 3,940 |
| Skin Care Specialists | 19.8 | 2,470 | 2,960 |
| Cement Masons and Concrete Finishers | 19.6 | 5,93 | 7,090 |
| Database Administrators | 19.5 | 8,760 | 10,470 |
| Helpers—Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters | 19.5 | 1,590 | 1,900 |
| Computer Software Engineers, Systems Software | 19.1 | 18,430 | 21,950 |

# Rockland County Demographics

## Comparison of Rockland County Population to SUNY Rockland Community College Students

**RCC student headcount fall 2008 = 6998**
**Rockland County population 2008 = 296,483**

(Data taken from U. S. Census Bureau for Rockland County; the 2008 FactBook; and the SUNY Rockland Website)

| **Racial/Ethnic Background** | **Rockland County Residents** | | **Rockland Community College Student Body** | | **Rockland Community College Faculty, Administrators & Staff** |
|---|---|---|---|---|---|
| | 2000 | 2007 | **Fall 2005** | **Fall 2008** | **2006** |
| African American | 11.0% | 11.6% | 20.1% | 21.4% | 9.21% |
| Hispanic | 10.2% | 13.2% | 11.7% | 13.4% | 6.05% |
| Asian or Pacific Islander | 5.6% | 6.3% | 7.3% | 6.4% | 4.70% |
| American Indian/ Alaskan Native | 0.2% | 0.3% | 0.3% | 0.3% | 0.27% |
| White | 76.9% | 68.6% | 47.2% | 47.0% | 79.77% |
| Non-Resident Alien | 0.0% | 0.0% | 3.1% | 2.7% | 0.0% |
| Other/Unknown | 6.3% | - | 10.3% | 9.8% | 0.0% |
| **Gender** | | | | | |
| Female | 51.2% | - | 58.2% | 55.0% | 56.1% |
| Male | 48.8% | - | 41.8% | 45.0% | 43.9% |

# RCC Enrollment Data

## SUNY Rockland Community College — College Total
## Program Review Statistics

### Student Enrollment by Term

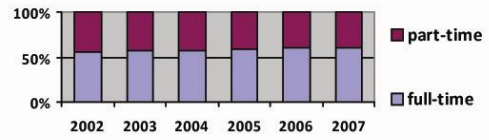
| | Fall | | | Spring | | |
|---|---|---|---|---|---|---|
| | Full | Part | Total | Full | Part | Total |
| 2002 | 3,515 | 2,820 | 6,335 | 2,624 | 2,624 | 5,248 |
| 2003 | 3,490 | 2,695 | 6,185 | 2,680 | 2,680 | 5,360 |
| 2004 | 3,600 | 2,651 | 6,251 | 2,593 | 2,593 | 5,186 |
| 2005 | 3,610 | 2,608 | 6,218 | 2,440 | 2,440 | 4,880 |
| 2006 | 3,700 | 2,400 | 6,100 | 2,517 | 2,517 | 5,034 |
| 2007 | 3,953 | 2,665 | 6,618 | 2,395 | 2,395 | 4,790 |
| 2008 | | | | 2,616 | 2,616 | 5,232 |

### Student Type (Fall Semesters)

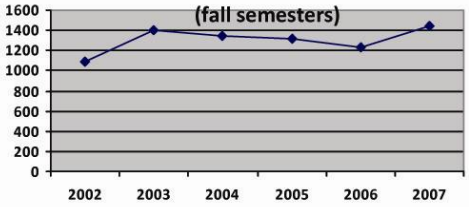
| | First Time | Tranfer | Continuing | Returning | In HS | Unknown |
|---|---|---|---|---|---|---|
| 2002 | 1,093 | 552 | 3,532 | 785 | 191 | 182 |
| 2003 | 1,402 | 527 | 3,391 | 786 | | 79 |
| 2004 | 1,348 | 511 | 3,533 | 784 | | 75 |
| 2005 | 1,348 | 493 | 3,406 | 776 | 165 | 61 |
| 2006 | 1,235 | 469 | 3,387 | 766 | 147 | 96 |
| 2007 | 509 | 509 | 3,549 | 777 | 251 | 92 |

| 2006 to 2007 Percent Change | Fall | | | Spring | | | First Time | Tranfer | Continuing | Returning |
|---|---|---|---|---|---|---|---|---|---|---|
| | Full | Part | Total | Full | Part | Total | | | | |
| | 7% | 11% | 8% | -5% | -5% | 9% | -59% | 9% | 5% | 1% |

### Full-Time to Part-Time Ratio, Fall Semesters 2002-2007



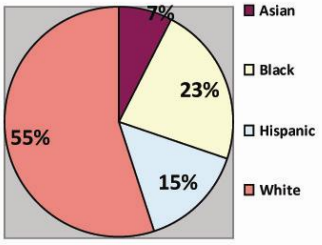

### First-Time Student Trend (fall semesters)



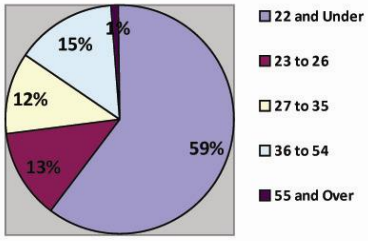

### Race (2007 Fall)

| | |
|---|---|
| American Indian/Native American | 15 |
| Asian/Pacific Islander: | 433 |
| Black non-Hispanic: | 1311 |
| Hispanic: | 858 |
| Non Resident Alien: | 199 |
| Unknown: | 626 |
| White non-Hispanic: | 3176 |

### Race Distribution, 2007 Fall




### Age Distribution, 2007 Fall




### Permanent Resident (2007 Fall)

| | | | |
|---|---|---|---|
| Rockland | 5153 | Putnam | 6 |
| Orange | 726 | Queens | 24 |
| Westchest | 122 | Nassau | 13 |
| Foreign | 228 | Manhattan | 16 |
| Unknown | 3176 | Brookly | 29 |
| New Jersey | 101 | Bronx | 150 |
| | | Other NYS | 49 |

### High School of Origin (2007 Fall)

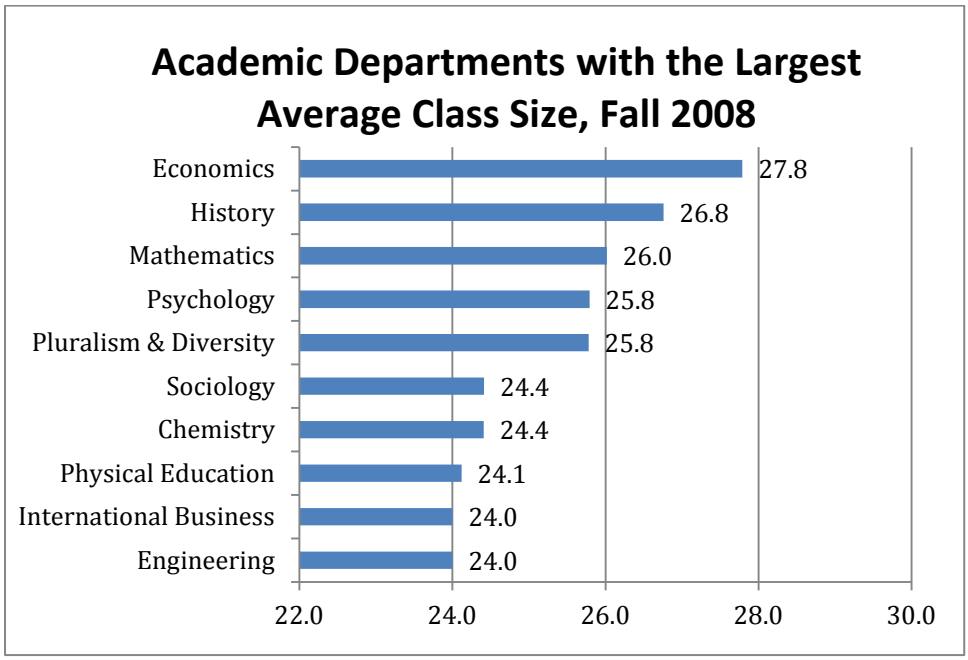
| | | | |
|---|---|---|---|
| Clarkstown North: | 208 | Suffern: | 219 |
| Clarkstown South | 187 | Tappan Zee: | 94 |
| Nanuet: | 99 | BOCES: | 21 |
| North Rockland: | 531 | GED: | 177 |
| Nyack: | 139 | No High School Degree: | 56 |
| Pearl River: | 96 | Other High School: | 1015 |
| Ramapo: | 316 | Yeshiva: | 176 |
| Spring Valley: | 205 | | |

Prepared by the Office of Institutional Research.

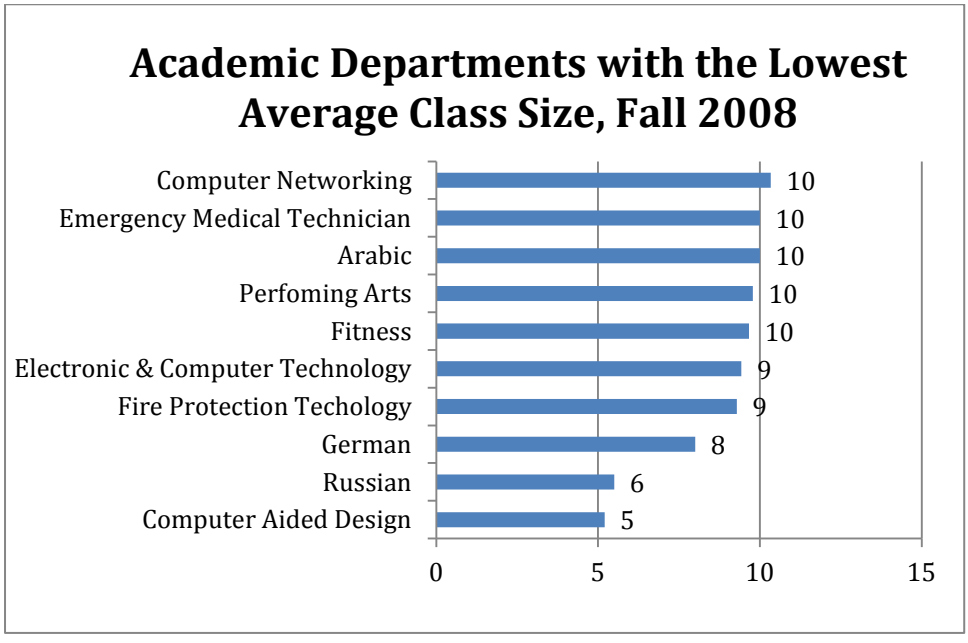
9/3/2008

# Charts Illustrating Class Size by Department

## Largest Class Size

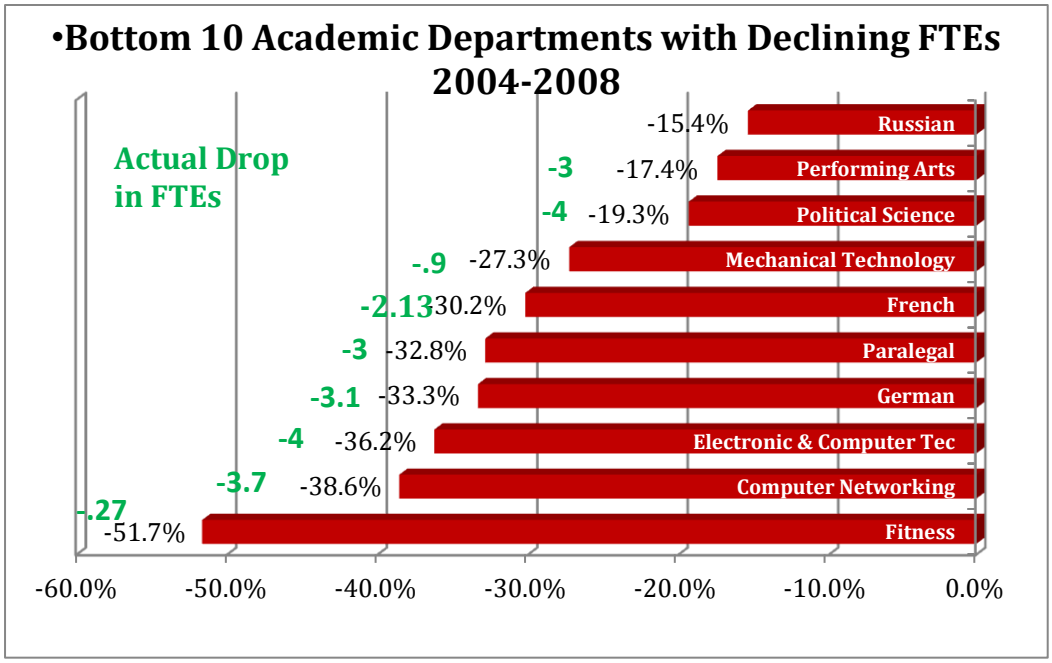



## Lowest Class Size

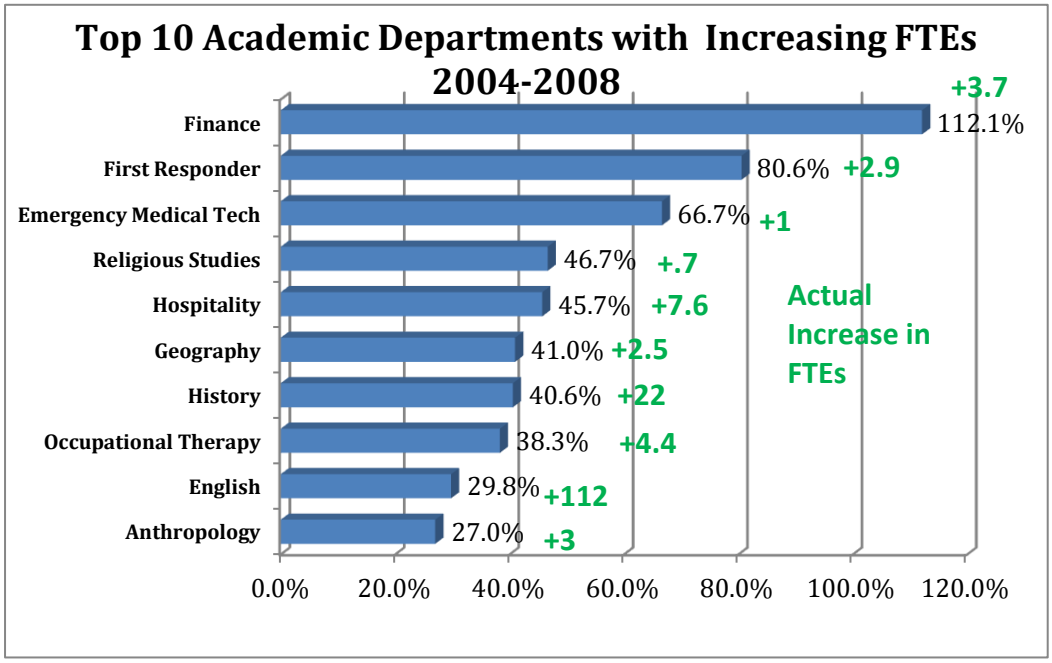


# Charts Illustrating Full Time Equivalents

## Departments with Declining FTEs




## Departments with Increasing FTEs



## Courses with Low Persistence Rates Fall 2002 – Spring 2008

Division of Math, Natural and Health Sciences

| Course | Passed | Failed | Withdrew | Inc | Persistence % Rate |
|---|---|---|---|---|---|
| CHM 112 | 195 | 53 | 55 | 1 | 63% |
| | | | | | |
| ENR 105 | 171 | 62 | 62 | - | 57% |
| | | | | | |
| NUR 103 | 1719 | 886 | 269 | 27 | 59% |
| NUR 111 | 1197 | 361 | 78 | 26 | 71% |
| | | | | | |
| PED 111 | 378 | 5 | 56 | 104 | 61% |
| | | | | | |
| SCI 210 | 209 | 35 | 40 | 14 | 68% |
| SCI 220 | 169 | 65 | 46 | - | 57% |
| SCI 224 | 425 | 111 | 91 | - | 65% |
| SCI 225 | 488 | 114 | 77 | - | 69% |
| | | | | | |
| MAT 065 | 3759 | 1769 | 872 | 413 | 53% |
| MAT 101 | 2664 | 794 | 239 | 255 | 66% |
| MAT 102 | 3318 | 1127 | 655 | 374 | 60% |
| MAT 107 | 302 | 108 | 84 | 2 | 60% |
| MAT 109 | 1743 | 546 | 454 | 41 | 62% |
| MAT 203 | 1450 | 318 | 285 | 24 | 69% |

## Courses with Low Persistence Rates Fall 2002 – Spring 2008

Division of Humanities, Social and Behavioral Sciences

| Course | Passed | Failed | Withdrew | Inc | Persistence % Rate |
|---|---|---|---|---|---|
| ANR 210 | 816 | 150 | 127 | 80 | 67% |
| | | | | | |
| ART 142 | 283 | 41 | 89 | 3 | 58% |
| ART 102 | 668 | 152 | 138 | 62 | 60% |
| ART 111 | 338 | 54 | 55 | 80 | 64% |
| ART 130 | 1113 | 214 | 221 | 54 | 67% |
| ART 119 | 332 | 83 | 60 | 2 | 69% |
| ART 101 | 540 | 68 | 79 | 30 | 72% |
| | | | | | |
| ENG 080 | 467 | 169 | 182 | 36 | 45% |
| ENG 090 | 661 | 240 | 143 | 1 | 54% |
| ENG 095 | 107 | 57 | 22 | 4 | 55% |
| ENG 099 | 2370 | 980 | 369 | 85 | 61% |
| ENG 101 | 9744 | 2771 | 1217 | 448 | 68% |
| ENG 283 | 402 | 51 | 39 | 13 | 70% |
| ENG 208 | 164 | 24 | 40 | 1 | 72% |
| | | | | | |
| ESL 021 | 291 | 37 | 40 | 13 | 60% |
| ESL 045 | 306 | 40 | 43 | - | 60% |
| ESL 810 | 305 | 37 | 43 | - | 61% |
| ESL 046 | 515 | 28 | 44 | 1 | 71% |
| | | | | | |
| HEB 101 | 68 | 1 | 8 | 13 | 54% |

Division of Humanities, Social and Behavioral Sciences (continued)

| Course | Passed | Failed | Withdrew | Inc | Persistence % Rate |
|---|---|---|---|---|---|
| GEO 201 | 572 | 103 | 92 | 90 | 66% |
| | | | | | |
| HIS 202 | 741 | 137 | 144 | 66 | 68% |
| HIS 104 | 266 | 50 | 44 | 14 | 69% |
| | | | | | |
| PHL 208 | 52 | 13 | 15 | 8 | 53% |
| | | | | | |
| PSY 151 | 77 | 7 | 20 | 66 | 45% |
| PSY 150 | 168 | 10 | 38 | 103 | 52% |
| PSY 149 | 53 | 19 | 12 | 11 | 55% |
| PSY 145 | 421 | 51 | 56 | 68 | 70% |
| | | | | | |
| SPE 216 | 111 | 47 | 27 | 16 | 54% |
| | | | | | |

## Courses with Low Persistence Rates Fall 2002 – Spring 2008

Division of Business and Informational Technology

| Course | Passed | Failed | Withdrew | Inc | Persistence % Rate |
|---|---|---|---|---|---|
| ACC 101 | 1662 | 393 | 381 | 54 | 66% |
| | | | | | |
| AUT 101 | 117 | 20 | 9 | 26 | 67% |
| | | | | | |
| BUS 101 | 1908 | 354 | 260 | 90 | 72% |
| MGT 207 | 305 | 60 | 49 | 31 | 68% |
| | | | | | |
| CNE 106 | 205 | 17 | 41 | 118 | 53% |
| CNE 107 | 142 | 5 | 13 | 79 | 60% |
| | | | | | |
| CSP 101 | 3004 | 721 | 519 | 190 | 66% |
| CSP 125 | 373 | 136 | 69 | 38 | 59% |
| CSP 138 | 202 | 49 | 30 | 12 | 68% |
| | | | | | |
| CRJ 101 | 729 | 135 | 78 | 100 | 70% |
| CRJ 210 | 144 | 25 | 7 | 36 | 66% |
| CRJ 228 | 243 | 37 | 17 | 49 | 68% |
| | | | | | |
| ELT 102 | 100 | 17 | 17 | 11 | 67% |

Division of Business and Informational Technology (continued)

| Course | Passed | Failed | Withdrew | Inc | Persistence % Rate |
|---|---|---|---|---|---|
| | | | | | |
| OFT 103 | 125 | 29 | 49 | 2 | 60% |
| OFT 111 | 250 | 23 | 48 | 20 | 70% |
| OFT 912 | 611 | 142 | 280 | 78 | 49% |
| | | | | | |
| PDA 201 | 261 | 83 | 52 | 51 | 61% |

## Development Education Student Enrollment, Sections Taught,

Full-Time/Part-Time Faculty and FTEs

| Course | FA02 | FA08 | < | > | #Sect. | FT% | PT% | FTEs FA02 | FTEs FA08 | Persistence Rate |
|---|---|---|---|---|---|---|---|---|---|---|
| **MATH** | | | | | | | | | | |
| MAT048E | | | | | | | | | | |
| MAT 101E | 262 | 223 | 39 | | 11 | 18% | 82% | 19 | 16 | |
| MAT 065 | 538 | 645 | | 107 | 28 | 4% | 96% | 78 | 101 | 53% |
| **Totals** | **800** | **868** | | | **39** | | **92%** | | **117** | |
| | | | | | | | | | | |
| **ENGLISH** | | | | | | | | | | |
| ENG080 | 53 | 129 | | 76 | 14 | 0 | 100% | 19 | 47 | 45% |
| ENG090 | 89 | 168 | | 79 | 16 | 0 | 100% | 28 | 57 | 54% |
| ENG099 | 293 | - | | - | - | - | - | 44% | - | 61% |
| ENG095 | - | 326 | | | 15 | 20% | 80% | - | 48 | 55% |
| ENG096 | - | 257 | | | 11 | 0 | 100% | | 37 | |
| **Totals** | | **880** | | | **56** | **5%** | **95%** | | **189** | |
| | | | | | | | | | | |

- 7 developmental courses are offered, with a duplicate total enrollment of 1748 students
- 92% of Developmental Math courses are taught by adjuncts
- 95% of Developmental English courses are taught by adjuncts
- The persistence rate for Developmental courses on average is less than 65%.

# SUNY Rockland Community College
## Academic Master Plan — COLLEGE WIDE

### Enrollment

| | Fall | Spring | Summer | Winter |
|---|---|---|---|---|
| 2002 | 24,296 | 23,286 | 3,636 | 847 |
| 2003 | 24,534 | 22,832 | 3,513 | 875 |
| 2004 | 24,229 | 22,851 | 3,372 | 885 |
| 2005 | 23,480 | 21,643 | 3,175 | 701 |
| 2006 | 23,442 | 21,648 | 3,201 | 702 |
| 2007 | 24,933 | 22,013 | 3,505 | 660 |
| 2008 | 26,266 | 23,347 | 3,670 | 761 |

### Annual Student FTE

| | Fall | Spring | Summer | Winter |
|---|---|---|---|---|
| 2002 | 2,341.2 | 2,190.9 | 380.3 | 73.8 |
| 2003 | 2,328.7 | 2,150.7 | 367.2 | 74.0 |
| 2004 | 2,328.1 | 2132.1 | 357.9 | 74.8 |
| 2005 | 2,302.7 | 2,082.8 | 342.8 | 59.6 |
| 2006 | 2,304.3 | 2,090.1 | 347.9 | 59.8 |
| 2007 | 2,436.5 | 2,102.3 | 369.9 | 55.6 |
| 2008 | 2,604.6 | 2,264.7 | 390.9 | 66.3 |

### Semester Full-Time Equivalent Instructors

| | Fall | Spring | Summer | Winter |
|---|---|---|---|---|
| 2002 | 236.6 | 226.4 | 51.1 | 9.3 |
| 2003 | 229.7 | 234.7 | 50.6 | 10.9 |
| 2004 | 231.3 | 231.6 | 49.3 | 10.2 |
| 2005 | 239.0 | 232.8 | 45.9 | 8.2 |
| 2006 | 239.5 | 242.3 | 47.7 | 8.2 |
| 2007 | 238.1 | 233.1 | 48.6 | 7.7 |
| 2008 | 252.5 | 239.0 | 52.4 | 7.5 |

### Instructors by Type, 2008 Spring

| | |
|---|---|
| Professor: | 266 |
| Associate Professor: | 115 |
| Assistant Professor: | 89 |
| Lecturer: | 11 |
| Instructor: | 41 |
| Adjunct: | 493 |
| Hourly Professional: | 25 |
| Total: | 1040 |

### Students Taught by Instructor Type, 2008 Spring

| | | Percent |
|---|---|---|
| Professor: | 5876 | 26% |
| Associate Professor: | 2279 | 10% |
| Assistant Professor: | 2139 | 9% |
| Lecturer: | 331 | 1% |
| Instructor: | 1038 | 5% |
| Adjunct: | 10777 | 47% |
| Hourly Professional: | 503 | 2% |
| Total: | 22943 | |

### Sections Offered for this Course

| | Fall | Spring | Summer | Winter |
|---|---|---|---|---|
| 2002 | 1,227 | 1,203 | 243 | 53 |
| 2003 | 1,223 | 1,242 | 245 | 63 |
| 2004 | 1,215 | 1,238 | 57 | 57 |
| 2005 | 1,261 | 1,198 | 213 | 47 |
| 2006 | 1,258 | 1,237 | 223 | 47 |
| 2007 | 1,300 | 1,218 | 237 | 43 |
| 2008 | 1,398 | 1,258 | 247 | 42 |

## Class Size (Fall Semesters)

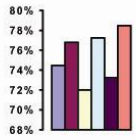
| | Average Class Size | classes by students in class: 10 or | % | 11-20 | % | 21-30 | % | Over 30 | % | Total Classes |
|---|---|---|---|---|---|---|---|---|---|---|
| 2005 | 19 | 203 | 16% | 409 | 32% | 394 | 31% | 255 | 20% | 1,261 |
| 2006 | 19 | 239 | 19% | 387 | 31% | 362 | 29% | 270 | 21% | 1,258 |
| 2007 | 19 | 214 | 16% | 354 | 27% | 441 | 34% | 291 | 22% | 1,300 |
| 2008 | 19 | 280 | 20% | 390 | 28% | 482 | 34% | 246 | 18% | 1,398 |

## Persistence Through Course

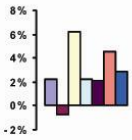
enrollment change from first day of class through the midterm with success rate

### Percent Change in Enrollment by Semester Milestone

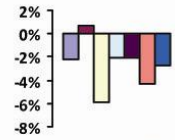
first day of class to last day to enroll



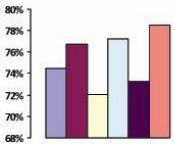

last day to enroll to 21st day of class




21st day of class to midterm




### Success Rate
(passing as percent of census enrollment)

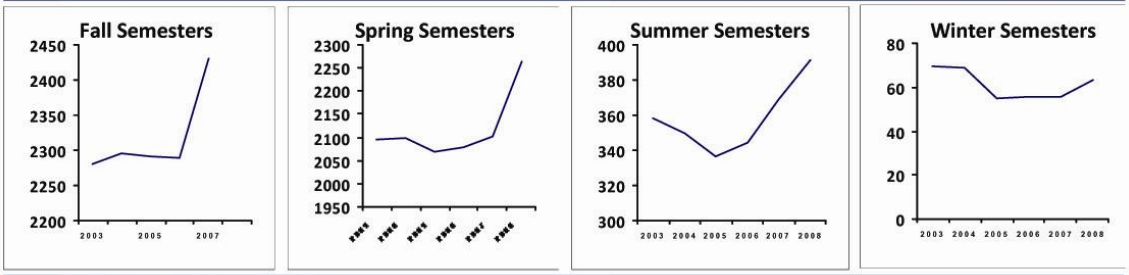



2007 Spring | 2006 Spring | 2006 Fall | 2008 Spring | 2005 Fall | 2007 Fall | Grand Tot

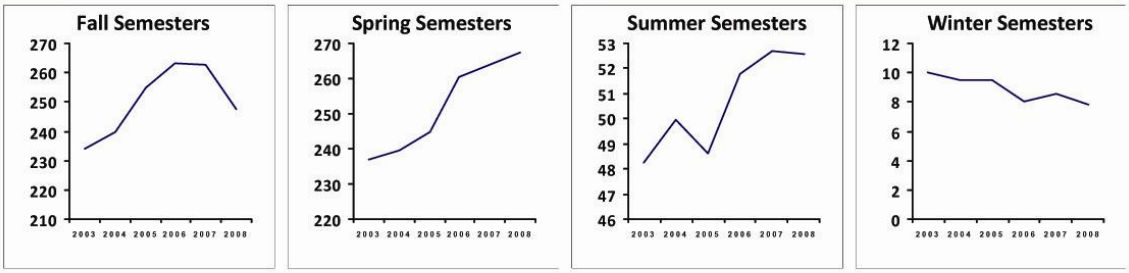
Prepared by the Office of Institutional Research, 2008.

10/10/2008

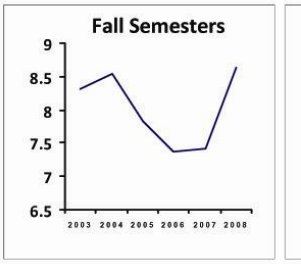
## STUDENT FTE TRENDS BY TERM

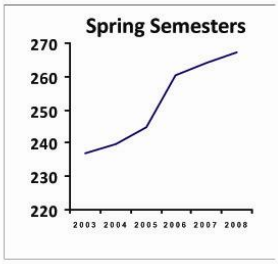



## FACULTY FTE TRENDS BY TERM

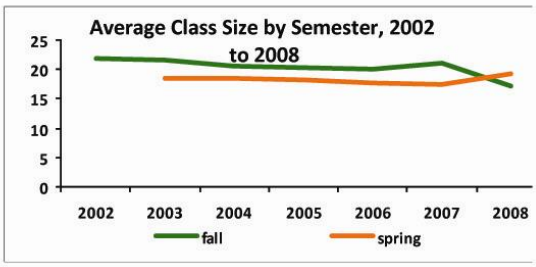



## STUDENT FACULTY FTE RATIO TRENDS for FALL and SPRING TERMS

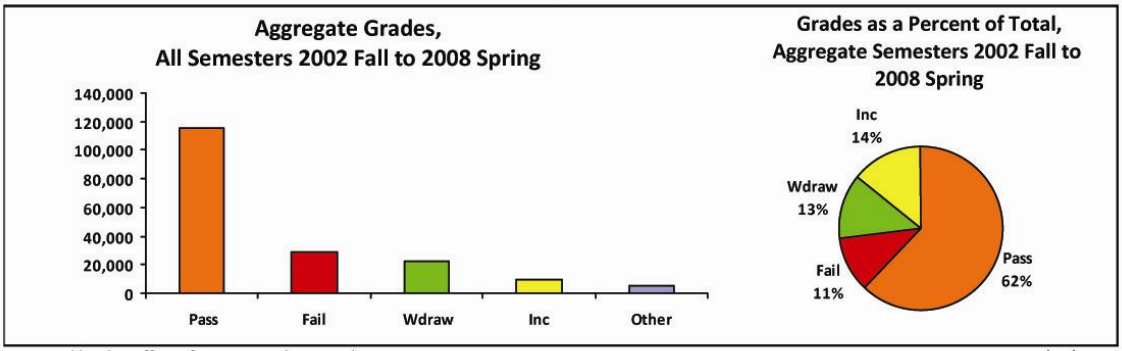



## AVERAGE CLASS SIZE BY TERM




## GRADE TRENDS




Prepared by the Office of Institutional Research, 2008.

10/10/2008

# Demographic Data Applied to the Academic Master Plan

- RCC offers degrees/certificates in 6 of the 12 fastest growing long-term occupation projections in New York State
- With a growing Hispanic population in Rockland County, RCC is looking to reach out more through non-credit workforce development and to re-vamp ESL on the credit side in order to meet the needs of this population
- Provide more student academic support services to different populations
- Offer options in the Health Care field other than nursing in order to meet the needs of our students, our workforce, and our community
- Declining enrollments in Computer Studies program opens exploration into other options such as cyber security
- Opportunities to increase retention through a better understanding of the populations we serve and meeting the needs of those populations
- Community college students do need a first year experience course or seminar to help them succeed
- Many students who are released from the college for non-payment of tuition return too late to achieve academic success. A plan needs to be put into place to meet the needs of these students
- Retention needs to be addressed college-wide (only an average of 62% of RCC students were retained from the Fall of 2002 thru the Spring of 2008) but also needs to be addressed course-wide (14 of the courses RCC offered from the Fall of 2002 thru the Spring of 2008 showed a persistence rate of less than 60%)
- Mentoring and the establishment of learning communities are important investments for student success
- High transfer rates show the continued importance of articulation agreements with four-year colleges. 65% of community college students transfer to four-year colleges and 30% transfer in at a level lower than they should
- Student surveys are a must if RCC is to better meet the needs of its students
- Over 90% of our Math and English developmental courses, or 1748 students, are taught by adjuncts and run a student persistence rate of less than 60%

# Important Developing Themes

As a result of the collaborative approach to the development of the Academic Master Plan several common themes developed. These themes surfaced as a result of transparent planning and were enhanced as a result of the data that was provided to each academic department by Institutional Research. This data included: total enrollment in specific academic programs; retention, persistence and graduation rates; specific course retention and persistence rates; enrollment trends; and demographics. Like the transitioning of the academic departments to Academic Master Planning, it was also a transition for Institutional Research in compiling the necessary data pertinent to the establishment of program goals. This first time effort by Institutional Research was certainly an all out effort in working collaboratively with Academic Affairs in putting together a very vital piece of the planning process. Once again, a work in progress that will continue to grow and get better as collaboration and cooperation persist.

The common themes that developed as a result of individual academic department planning have been highlighted, or singled out, because they are of significant importance to the foundation of academic program growth, impact the success of the college's strategic goals; and, they affect other areas of the college as well as academic affairs.

There is an attempt over the next five years to help programs grow in order to meet the needs of our students and our community; to make sure that we are offering a state-of-the-art education to those who wish to pursue one; to offer all students academic support services to ensure student success; to make curricular changes not only compliant with SUNY but in also keeping abreast of a changing society; to prioritize as to which programs are in demand and very sustaining vs. those programs that are no longer sustaining; to provide the time to allow non-sustaining programs to phase out as new programs are developed; and, to make informed decisions regarding the justification of limited resources.

Although consistent with many SUNY community colleges, the themes that have evolved at SUNY Rockland Community College are unique. They include but are not limited to:

## Technology

Technology has and will continue to offer new teaching and learning opportunities as well as presenting many challenges. In a visual, information age, opportunities within technology are limitless. With these opportunities, however, comes a pedagogical learning curve. The campus community needs to be trained in meeting the demands of this new technological world. Be it blogging or twittering; PowerPoints or media projectors; Facebook or an RCC web page; and even blended (hybrid) or fully online courses, knowledge must be disseminated and training must be ongoing if RCC is going to be the best that it can be educationally and maintain a competitive stance with other educational institutions.

The technology at Rockland Community College is on par or better than most community colleges. Most academic offices are equipped with laptops or desktops that are loaded with Microsoft Vista and Office 2007 and classrooms have been or will be converted to "smart classrooms".

SUNY Rockland, however, faces the issue of replacement, maintenance and upgrading of its technology. A revised Academic Affairs technology plan needs to be put in place to help departments with maintenance of current technology; to supply needed and upgraded software; to replace outdated technology; to service computer labs and departmental technology; and to collaboratively establish policy and procedure information for use by all academic departments.

The goals for Academic Affairs from a divisional level and/or a department level with regard to technology have presented a common theme within this academic master plan. Some of the actions to be taken are the specific responsibility of Academic Affairs and not necessarily that of the IT Department. Other technology goals are to be addressed by IT, and yet others should be addressed in collaboration by both IT and Academic Affairs. The clarity of responsibility is a goal within itself and also needs to be addressed.

**Academic Affairs Technology Goals:**

- Continue to work with the IT Department in ensuring academic classroom space to be a priority in technology upgrades
- Work with the IT Department in setting up an organizational structure in order to determine what technology needs/issues fall under teacher preparation and/or technical support
- Continue to set up a technology training schedule through CETL in determining and offering classroom aids for instruction (i.e. Smart boards, PowerPoints, interactive video, etc.)
- Better clarify budget lines within Academic Affairs in collaboration with IT and the Executive Vice President for Finance & Administration in determining such things as: toner cartridges; maintenance on PC's; printer maintenance and repair; laptop/PC inventory, replacement, and/or issuance; academic technology needs in general
- Reinforce communication regarding the instructional need for technology each year and areas needing upgrading
- Consider a systemized plan to increase needed hardware in order to be able to better accommodate instructional software
- Re-think academic departments and divisions planning for a specific instructional technology line within the budget to help in determining technology needs as well as costs to the college each academic year
- Encourage the design and implementation of a workable plan dealing with the current warranty issues of our current technology
- Continue to strive in the conversion of each teaching station on campus to a smart classroom
- Work with the IT Department and Student Development in providing proper supervision and maintenance for all computer labs on campus
- Pursue instructional technology grants with the Grants Office
- Hire a full-time person to work specifically with instructional technology who reports to the Director of Information Services
- Explore instituting more hourly technicians to aid academic department with instructional technology (i.e. Computer studies labs)

- Load computer labs on campus with instructional software so students and mentors are not limited to the Tutoring Center (this includes the Library)
- Develop a plan for updating current web pages and for establishing new web pages for academic departments
- Investigate the feasibility of providing 24/7 "Help Desk" support for students, faculty and staff
- Work with the Director of Distance Learning in creating a plan for faculty utilization of Angel; a procedure for DL technology emergency issues; and, a plan for upgrading technology for increasing online offerings
- Provide technology skills training in collaboration with CETL
- Designate computer labs across the campus that provide lab-based instruction modules and self-paced learning for all students, but in particular for the underprepared students
- Investigate faster speed for website browsing and responding in order to keep potential students and current campus community using online services

The departmental specific technology needs have been listed and have been shared with the Department of Information Technology. Most academic departments are looking for: website updates, computers (new, upgrades and/or maintenance), smart classrooms, hardware that can run software, personnel knowledgeable in technology who can help them problem solve, and technology training.

## Enrollment

Even though enrollment numbers at RCC have increased over the past several years, growth in enrollment is still a strategic goal for the college. Academic Affairs plays a significant role in the overall enrollment management plan established by the college as it focuses on the following:

- RCC in the High Schools is an underdeveloped program that has the potential to grow significantly over the next five years. A pilot proposal has already been approved and will serve as a foundation for not only increased enrollment but also for transitioning support for high school students entering college
- MTS Honors program continues to grow but will be broadening to target high school populations even more over the next five years
- Distance Learning is a modality of learning that offers options not only to traditional students but to non-traditional students as well. As academic departments offer more and more courses online and enrollment in online learning increases, support for this area must be considered
- Seamless student transfer to four-year colleges as the result of sound articulation agreements and partnerships
- Collaborate with the Center for Personal & Professional Development in meeting the needs of non-traditional students within credit and non-credit partnerships. This could include, for example, the careful advisement of some students into literacy and non-credit workforce development programs especially if they have failed to make progress within the credit side

- Continued recruitment of non-traditional populations and to work harder at targeting and meeting the needs of these populations
- Targeted marketing of new programs utilizing student success stories, our highly qualified faculty, and RCC affordability. This includes innovative ways to steer potential students to the website which needs to be powerfully state-of-the-art
- Support for those academic department who design, develop, and implement new programs and curricula that best meet the demands and needs of the community-at-large
- Continued communication opportunities with local high schools as well as members of the community through Open Houses, Admissions Nights, Guidance Counselors invites, and outreach programs
- Explore a five year plan to better communicate the vision and goals for the Haverstraw and Spring Valley Extension Centers
- Partner with CPPD in the development of non-credit certificates that provide workforce development preparation
- Project teaching station space needed over the next five years to provide information for the development of a facilities plan

## Retention

Although the issue of retention is not unique to SUNY Rockland, there are measures that the College can investigate in taking responsibility for its own retention. Currently, RCC loses approximately 35% of its enrollment annually. This percentage varies year to year but the main focus should be on retaining FTE's and in better meeting the needs of our students. Regardless of the reason, this means that if 6,000 students enroll during the fall semester, 2100 of these students drop out, transfer, or just do not re-enroll the next fall.

If the College looks at the 2100 students not retained from a financial perspective, those 2100 students represent approximately $12,000,000 in tuition and FTE money from the state. Realistically, however, open enrollment and varying student goals make higher attrition rates more prevalent amongst community colleges than at four-year colleges. Thirty-five percent is significantly high and does cost the college valuable FTE and tuition dollars; but it also raises the issue of whether we are meeting the needs of our students in the best ways possible.

If RCC retained only 10% more students each year or 210 students in the example above, the College would save over half a million dollars in FTE and tuition dollars as well as help over two hundred students in search of careers or taking that next step in life.

It is the intent of the Academic Master Plan to investigate the reasons for our poor retention and then to supply support services for those areas that are pertinent to our cause. Although better retention needs to be a collaborative effort across campus, the reasons as to why we are losing student enrollment needs to be investigated and then finding ways to meet the needs of those students needs to be implemented.

**The Academic Master Plan will increase retention and better meet the needs of our students as reflected in the following**:

- Over 40% of students enrolled in developmental courses withdraw or fail. The incorporation of a Reading Center, a more global approach to student academic support services, as well as the hiring of full-time faculty will help better meet the needs of our students
- Student surveys will be utilized in determining specific areas of need within academic support services
- Mentoring and the establishment of learning communities will be utilized across all curricula in the future depending on need
- Online tutorial services will be established for access by all of our students so non-traditional access times will provide a much needed convenience
- The Library will offer students tutoring and mentoring availability
- A better plan for meeting the academic needs of those students who are dismissed from the college for failure to pay tuition should be explored. During the fall semester of 2008 alone, the college dropped 490 students (approximately 7% of our total enrollment) for non-payment. 308 were reinstated but many of these students lost valuable class time. 182 students were not reinstated at all
- Collaboration with Student Development in the planning and implementation of a strong student academic advisement system
- Offer more student support during the first 4 – 6 weeks of each semester
- Departments will be focusing on increasing retention rates in courses that have experienced low persistence rates due to failure rates and/or withdrawal rates
- The college needs to hire more full-time faculty members in developmental Math and in English Skills since 92% of the 868 developmental Math classes and 95% of the 880 English Skills classes are currently taught by adjuncts
- More pedagogical workshops thru CETL for faculty, based on new teaching methods for the 21 Century college student
- Better evaluation process, orientation, and communication with adjuncts
- The design and implementation of a first year experience course for certain cohorts of students
- Better support services for those students facing academic dismissal, probation or warning
- Better collaboration with Disability Services in meeting the needs of self-identified students
- Encouragement of student representation on the Academic Support Services Task Force

## Marketing

Campus Communications serves as a centralized clearinghouse for conveying information about the College to the public and the media through a variety of channels, including news releases, print, online and broadcast advertising, publications, direct mail, social media such as Facebook and Twitter, and a quarterly newsletter, SCENE. Events at the college can be viewed on the RCC online calendar, which is continuously updated.

Marketing the Academic Programs at RCC is incorporated into the general marketing of the College, and also addressed on a more individual basis. For example, although advertising campaigns may not focus on specific programs, they frequently feature testimonials from successful alumni, who are identified as having earned their degree in Paralegal, Nursing, Math & Science, Education, or who have graduated from the Honors Program, and so on.

A series of approximately 10 color brochures features programs grouped together by interest area, such as Health Careers, The Arts and Business. Another series of brochures, referred to as second level, describe specific programs in more detail. They are printed in-house and are used by as handouts at Open Houses, Admissions Nights and general program inquiries. The Internet, and in particular the RCC website, is another venue for academic program promotion.

**In collaboration with Campus Communications, the following should be taken into consideration within the marketing of academic programs**:

- Coordination of all departmental brochures so that they preserve individual style but maintain uniformity with regard to content and format
- Brochures should be a collaborative decision with representation from Academic Affairs, Enrollment Management, and Campus Communications
- Develop a new brochure designed for RCC High School programs
- Creative ways to promote online learning to traditional and non-traditional students
- Revision of the current Transfer brochure to include not only lists of colleges but also the transfer process itself
- Utilization of Advisory Boards in communicating information about academic programs to the community
- Consideration given to faculty-driven efforts, in collaboration with Campus Communications, such as direct mailings to professional organizations and other target constituencies
- More creative website that is easier to navigate
- All publications should lead readers to the RCC website for more information
- Lowly enrolled and non-state-of-the-art academic programs are harder to market than more popular state-of-the-art programs; the reasons for their under-enrollment should be examined and addressed before attempting to market them
- A continued commitment to the promotion of faculty, staff, and student success, accomplishments, and testimony
- The formation of a marketing committee to set a vision, goals and guidelines for the marketing of academic programs
- Establish a plan within Academic Affairs for marketing programs in order to provide direction and priorities to the Office of Campus Communications
- Better communication with the Office of Campus Communications regarding new degree and certificate programs
- Work together in targeting the populations to market our programs, and to do so within a consistent and contemporary manner
- The establishment of budget priorities and budget lines that support Academic Affairs

Although there is a need for a college-wide marketing plan, there is also a need for an Academic Affairs marketing plan. This plan will provide Campus Communications with a guide over the next five years with the marketing priorities within Academic Affairs.

## Articulation Agreements and Partnerships

**Transfer to Four-Year Colleges/Universities**

RCC has been proactive within SUNY in the collaboration of seamless transfer options for all community college students into four-year SUNY colleges. The goal is for all community college general education courses as well as A. S. and A. A. Degrees to transfer to SUNY four-year programs.

RCC has established its own articulation agreements with four-year colleges and continues to expand this list as more four-year colleges participate. The list includes:

Albany (SUNY)
Berkeley College
Binghamton (SUNY)
Brockport (SUNY)
Chamberlain College
Cobleskill (SUNY)
Cornell
Cortland (SUNY)
Dominican College
Empire State College (SUNY)
Franklin University
Iona College
John Jay College of Criminal Justice (CUNY)
Kaplan University
Laboratory Institute of Merchandising
Lehman College (CUNY)
Manhattanville College
Massachusetts College of Liberal Arts
Mercy College
Mount Saint Mary College
New Jersey Institute of Technology
New Paltz (SUNY)
New York Institute of Technology
New York University
Nichol's College
Nyack College
Oswego College (SUNY)
Pace University
Paul Smith's College
Purchase (SUNY)
Ramapo College
Saint John's University
Saint Thomas Aquinas College
Stonybrook (SUNY)
SUNY ESF
University of New Haven
University of Phoenix

**Internal Partnerships – Credit & Non-Credit**
The partnering of the credit and non-credit areas within Academic Affairs can collaboratively meet certain needs within our campus and our community. A plan should be put together in determining these needs and prioritizing implementation. Several examples to illustrate this would be:

- Data shows that 57% of the Hispanic population at East Ramapo High School does not graduate from high school. Besides GED training, this population could benefit from literacy training and then a non-credit workforce development certificate package. Students who fail developmental reading or writing course after several attempts may also be candidates for a non-credit certificate
- Students waiting to get into the Nursing program, or those who do not persist within that program, may consider a certificate in a Medical Billing & Coding, or other non-credit certificate
- Academic Departments can offer other community types of services through the non-credit area and would include such things as: Exercise Prescription, weight management seminars, and general nutrition workshops through Physical Education; a computer camps for kids over the summer through CAD; or, offer bilingual workforce training to local employees by offering, for example, Spanish for medical personnel; for law enforcement, and/or automotive technicians.

The opportunities within this partnership are numerous and exploring this area opens doors for potential grants, community funding, revenue for CPPD, and even a potential revenue opportunity for academic departments.

## Rockland Community College in the High School Program (RCC in the HS)

Currently RCC offers 14 sections of college courses covering 8 sections within the high school Enrichment Program. The high schools participating are: North Rockland, Baas Yaakov, and Baas Zichron. These courses serve 152 students at North Rockland H.S. and 97 students at the two Yeshivas for a total of 249 students.

During the spring of 2009, the Dean of Enrollment Management and the Dean of Instruction developed a college in the high school proposal that was voted on and approved by the RCC Faculty Senate and the RCC Board of Trustees. Starting with the Fall 2010 academic year, a pilot program offering college courses within the high schools will be implemented. The goal of this new RCC in the HS program is to offer college level courses within the 9 high schools in Rockland County. Contacts have been made with the following school districts in order to pilot the new proposal (located in the Appendix): Pearl River, Nyack, Suffern, North Rockland, Nanuet, and Clarkstown North and South.

**Consistent with SUNY, the goals of the college, and the State Education Department, it is within the goals of the RCCHS Program over the next 5 years to:**

- Increase program enrollment progressively over the next five years through collaboration with the 9 local school districts
- Work with local high schools in helping students be prepared to transition to college
- Offer courses and support services that seamlessly transfer to four-year institutions and meet the needs of our local high schools
- Maintain academic excellence
- Ensure quality instruction
- Ensure RCC in the HS course offerings are competitive with other colleges currently in the high schools
- Consider targeting different high school populations in meeting student needs

## Student Support

As the data were developed and disseminated during the fall semester of 2008 by Institutional Research to the academic departments, it became evident that not only was college wide retention an issue, but a closer look also showed low retention in various academic programs and in specific courses. As the result of this data, and in collaboration with Student Development and academic program review in general, the support services offered to our students must be enhanced in order to strengthen student learning. The following represent suggestions and issues that surfaced within the process of Academic Master Planning:

- Student surveys are needed in order to determine: goals, areas of need, reasons for dropping a course, reasons for withdrawing from college, advisement, etc.
- Academic Affairs and Student Development need to collaborate more openly with student advisement to identify at-risk populations (students on probation, students identified through Disability Services) and offer learning communities, mentoring, first year experience, and collaborative ways to support students during the crucial first 4-6 weeks of their first semester in college
- The Student Academic Support Services (SASS) Task Force must continue to meet and provide a plan that focuses on ways to better provide student support which then should be supported within the administration and the budget.
  The goal should be to provide a Student Academic Support Services Center that best meets the needs of all of our students

## Curriculum Development

As the economy changes, as technology continues to grow, and as populations change, workforce qualifications change as well. As skills change, the college must adapt curricula design and offerings. Below is a bulleted list of suggestions and issues within curriculum design and implementation:

- Consider mini-mesters, accelerated course offerings, more hybrid courses, weekend, evening, and other options to better meet the needs of non-traditional populations

- Partner with CPPD in collaboratively meeting the needs of the workforce and our students
- Continue to make changes within programs based on program review, advisory committee recommendations, accreditation standards, department feedback
- Continue to investigate the offering of entire degrees online and hybrid course offerings for students
- Pursue contemporary popular state-of-the-art curriculum such as: Forensics, or Forensic Science, Cyber Security, Fashion and/or Fashion Design, Bio-Medical certificates, Robotics, Computer Gaming, Telecommunications, Culinary Arts
- Continue to encourage departments to explore new degrees. To date, the following degrees are being considered (or have been proposed and approved at one level or another): Physical Education Studies (approved Fall 2007), Speech Communication (approved Spring 2010), Environmental Science (approved Spring 2009), International Business, Accounting, Marketing, Sports Management, Cinema & Film Studies, Fire Protection Technology, Engineering, Digital Media (Gaming, Animation and Digital Media Tracks), Journalism, Community Health/Health Studies, and a Paramedic Certificate
- Explore offering support modules for those courses with low persistence rates, and offering a credit first-year experience course for at risk and some non-traditional populations

## Facilities

All academic departments share the need for classroom space. Larger classrooms are needed for increased course enrollments, smart classrooms for those not converted yet, and more classroom space to cover more course offerings. Some of the current classrooms need renovations, more thorough cleaning, and to be made more appealing. Some desks, walls, bulletin boards, etc are shabby and need to be fixed.

Although more classrooms are needed, a more efficient way of scheduling our current classrooms is critical to the handling of increased enrollment and to better meet the needs of the teaching and learning environment.

## Professional Development

In order to stay contemporary, professional development for the campus community is a must. The following are considerations:

- The continuation of offering new teaching and learning workshops through CETL
- Provide ongoing orientations and workshops for new full-time faculty, adjuncts, and those faculty who teach within our RCC in the HS program
- Partner with publishing companies in offering seminars/workshops on new software and technology in the classroom
- Encourage the support for faculty attendance at conferences and conventions particularly those that are state, regional, and/or nationally sponsored

- Offer technology in the classroom training as well as software utilization workshops and/or individual faculty support through CETL
- Provide timely evaluations and feedback to all faculty members
- Hold round table discussions several times a semester to brainstorm ideas

## Communication

As the RCC community participates in a collaborative, transparent Academic Master Plan, communication across the campus becomes even more important. Forums for discussion and input, feedback regarding priorities and decision-making, as well as collaborative efforts in the accomplishment of goals are all important to the success not only of strategic planning but also in collaboratively moving the college forward. Conversation, listening, and working together are critical if shared decision-making is to be successful.

Academic Divisions will be holding three division meetings a semester in an effort to open lines of communication. Committees should be formed to plan for Academic Affairs in the areas of technology, marketing and facilities. Students should be included or asked for feedback regarding decisions concerning student support services.

# Academic Affairs

**Vice President of Academic Affairs:** Dr. Susan Deer
**Assistant to the VP of Academic Affairs:** Patricia Kobes
**Administrative Assistants:** Sheila Jones & Donna Wilson
**Educational Support Staff (ESS):** Brian Gomez
**Phone:** (845) 574-4280/4308/4780

**Academic Divisions:**

**Business and Information Technology Division** - Nicole Hanaburgh
**Humanities, Social and Behavioral Science Division** - Martha Rottman
**Math, Natural and Health Science Division** - Sr. Marie Buckley

**Offices under Academic Affairs:**

- Center for Personal & Professional Development
- Distance Education
- Evenings and Weekends
- Honors
- Library
- Multi-Media Production Center
- Outcomes Assessment Office
- Study Abroad
- Tutoring Center
- Writing Center

# Academic Affairs

Rockland Community College is the only public higher education institution in Rockland County. It has served as an educational resource for Rockland since 1959, offering small classes, personal attention and caring faculty. In addition to the main campus in Suffern, the College operates Extension Centers in Spring Valley and Haverstraw. Close to 10,000 people are enrolled in credit and non-credit courses, and over 200,000 people visit the campus each year for cultural, recreational and commercial events.

**Academics**
The College offers various programs in the humanities, social sciences, arts, technologies, business, health professions, mathematics and sciences, including associate degrees and one-year certificate programs.

**Acclaimed Honors Program**
The Sam Draper M/TS (Mentor/Talented Students) program is a nationally acclaimed rigorous academic program for liberal arts and business students seeking to transfer to premier colleges. Graduates transfer to such colleges as Harvard, Yale, Cornell, University of Pennsylvania, and Smith. There are over 300 students currently enrolled in the Honors Program.

**Transfer**
Over half of Rockland graduates transfer to other colleges and universities, giving it the third highest rate in the SUNY system. The college has established over 31 transfer agreements with private and public four-year colleges to facilitate transfer from RCC.

**Degrees and Certificates**
The New York State Education Department has authorized Rockland Community College to offer 46 degree and certificate programs in the humanities, social sciences, arts, technologies, business, health professions, mathematics, and sciences. All associate degree programs require a minimum of 60 credit hours.

The Associate in Arts (AA) and the Associate in Science (AS) degree programs enable students to prepare for transfer and the eventual completion of a Bachelor of Arts or a Bachelor of Science degree. The Associate in Applied Science (AAS) degree programs are designed to prepare students for immediate entry into a career. The College offers a variety of one-year certificate programs which provide job-entry skills.

**Mission**

Academic Affairs is committed to providing a diverse, highly qualified, and accomplished faculty in ensuring academic excellence in teaching and learning for all of its students. In support of the College's overall mission and vision, Academic Affairs provides a means to its students for successful life-long learning, employment, and/or transfer to four-year colleges. The learning environment at RCC not only affords students traditional on campus instruction but also offers students the opportunity to enroll off-campus in Spring Valley or Haverstraw, to study abroad, to enroll in distance learning courses or to attend classes in the evening or on weekends.

**Vision**

To provide a teaching and learning community that meets the needs of students, faculty, and staff in facilitating student success through innovative approaches to education within a culture that values academic quality and integrity.

**Goals**

- Ensure excellence in teaching and learning
- Provide academic support services for student success
- Utilize outcomes assessment and program review for continued growth and improvement
- Implement and maintain state of the art instructional technology
- Continue to cultivate an academic environment that embraces diversity
- Respond to the trends in academia by exploring and offering new degree and certificate program
- Explore new non-credit partnerships and opportunities for the community and the workforce
- Create opportunities for continuous lifelong learning

**Actions (Objectives/Outcomes)**

- Assess the current Academic Division structure in meeting the needs of the academic departments and the students by benchmarking similar community colleges
- Initiate a correlation study to surrounding community colleges in terms of structure and compensation, and release time for Department Chairs
- Investigate the position of Assistant Dean of Instruction, or similar position to oversee the RCC in the High School program, off campus sites, weekend and evening program, and distance learning
- Facilitate new curriculum development in degree and certificate programs that meet the needs of the community and the workforce
- Integrate the credit and non-credit areas through partnering in workforce development and the offering of non-credit online courses.
- Expand the RCC in the High School program throughout the county by increasing high school partnerships, courses offered, and enrollments over the next five years

- Partner with Student Development in exploring ways to better serve the non-traditional student population
- Expand services offered to students, faculty and staff during evenings and weekends.
- Continue to offer CETL workshops in the areas of pedagogy, educational technology, and leadership training
- Enhance services provided to adjunct faculty through better communication, timely evaluations, and a re-visited orientation/workshop
- Support academic programs in the completion of timely periodic reviews as outlined in the 6-Year SUNY Program Review Calendar
- Better incorporate outcomes assessment within the strategic planning process to reflect guidelines established within SUNY, Middle States, and accrediting agencies
- Collaborate with Student Development in the facilitation of student academic advisement
- Take a leadership role within the strategic planning process and program implementation within the Hudson Valley Educational Consortium
- Better meet the needs of our students by providing Academic Support Services under one umbrella to include reading, writing, mathematics, and science; and, in order to provide tutoring and mentoring for all students in all disciplines
- Continue to investigate partnerships and articulations for both our transfer students and those students ready for the workforce
- Continue to expand online learning capabilities through increased distance learning and blended course offerings as well as the offering of complete degrees online
- Offer a First Year Experience course to selected cohorts of students by the fall semester of 2010 (This will be incorporated within various learning communities, mentoring pilot programs, and the potential revamping of LSK 203)
- Collaborate with Records & Registration in the revision and updating of the current schedule of classes in order to better meet the needs of our students, faculty, and staff, and to better utilize limited teaching space
- Perform a support staff analysis within Academic Affairs to best determine need within a growing campus community and a limited budget
- Assess and revise the current new faculty orientation for new full-time faculty.
- Provide a specific leadership training program and mentoring program for all new department chairs and division chairs
- Collaborate with Information Technology in the design of an Academic Affairs technology plan
- Better integrate the scheduling of courses with schedule 25 software, academic departments, and faculty loading

## Center for Personal & Professional Development (CPPD)

The Center for Personal & Professional Development is committed to the successful attainment of its vision and mission. To do this, the department must provide quality programs that serve the needs of the general and businesses with respect to the state of the economy and other influencing factors.

**Mission**
To identify, develop, and deliver a wide range of quality education and training programs targeted to the individual, the professional, and the business community; supported by superior customer oriented service.

**Vision**
The Center for Personal & Professional Development will be the premier resource for innovative programs that fulfill the personal and professional needs of our community.

The key to the success of the department will be to have the ability to adjust to the ever changing economy and demographics. The right courses must be developed on a timely basis and superior customer service must be provided.

**Goals**

- Increase revenue, excluding BOCES, from $465k to $597k in three years
  (See attached 5 year projection)
    - OTP from $395k to $497k
    - CT from $70 to 100k
- Achieve self sustainment of CPPD without BOCES Program
- Increase visibility of CPPD to the public and business community
- Know the needs of the community and provide the right product
- Develop target list of companies and schedule visits to discuss needs and present customized training opportunities
- Deliver superior customer service
- Develop a set of metrics to measure the performance of CPPD against stated goals

**Actions (Objectives/Outcomes)**

- Develop alliances with new Professional groups to offer CE Classes at RCC: Professional Engineers, Architects, etc.
- Develop additional "Green" job training courses
- Meet with the business community to create needs assessments that will lead to Customized Training contracts in the future when training funds are reinstated

- Develop job training programs with the Rockland County WIB that would be supported by WIB funding
- Implement a marketing strategy that will keep CPPD visible to the public
- HVEC Programs in collaboration with other community colleges

## Distance Learning and Instructional Technology

The vision for the Distance Learning and Instructional Technology Department focuses on a commitment to providing maximum access to the widest number of students with high quality, innovative, flexible, and student-centered educational opportunities from fully trained and dedicated faculty and staff with the aid of the most modern and applicable teaching and learning technologies.

The trend within SUNY reflects an increase in the number of distance learning courses being offered. This is measured by SUNY in the percentage of total credits taught. The highest percentage within community colleges as of the Fall of 2007 is Herkimer CC with 22.9% (8,765 credits) of courses offered being online courses as opposed to Nassau CC with 1.2% (2,999 credits) of courses being offered online. RCC offered 3.8% (2,748) of its total courses online during the fall of 2007. The norm for community colleges is 5.3%.

### Goals

| | |
|---|---|
| 2009 – 2010 | Provide structure, direction and organization to the Distance Learning and Instructional Technology Department |
| | Hire full-time staff to help maintain the quality of online and onsite instruction with the use of online technologies and to help maintain the growth of online education |
| | Improve retention rates in online courses over the next five years |
| 2010 – 2012 | Develop growth strategies that will support the institution's growth targets in terms of courses, degrees, enrollment, and market share |
| | Develop quality standards that will guide the program in meeting institutional commitment to quality in delivering instruction |
| | Improve and sustain quality standards that will meet both institutional and accreditation expectations |
| 2012 – 2014 | Explore new opportunities for growth in terms of courses and degrees |
| 2014 - 2015 | Develop a fully operational division for online instruction that provides end-to-end faculty and student services |

### Actions (Objectives/Outcomes Expected)

- Hire a full-time Assistant Director for Instructional Technology
- Hire a part-time ESS staff member to assist students with online support evenings and weekends

- Change the title of the department from Distance Learning and Instructional Technology to Online Learning and Instructional Technology
- Increase enrollment in online courses by 10% each year
- Develop and implement a plan to improve student retention by 10% each year over the next 5 years in online courses
- Increase total number of online courses by at least 5 new courses per semester
- Increase total number of online instructors by training at least 5 new instructors per semester
- Meet the needs of a growing program in distance learning by implementing a staffing needs organization chart for the Distance Learning and Instruction Technology Department
- Standardize the Datatel Coding system for full online, blended, and web-enhanced courses
- Implement a required student orientation for all students registered for a full online course before a student is allowed to login to his/her course(s)
- Implement admission and qualifying policies for online courses
- Implement an internal online student course and faculty evaluation process
- Implement an internal process for online course evaluation
- Implement online tutoring services for full online and blended students
- Start offering and registering students towards the completion of the first fully online (campus free) Business degree
- Complete all the courses required for the totally full online (campus free) Business Degree
- Set-up a Distance Learning Multi-media Lab equipped with required tools and software to design and develop courses that reflects the changes and developments of a growing distance learning environment
- Implement a comprehensive professional development program to full online, hybrid, and web-enhanced faculty
- Revise and implement college-wide procedure manuals for Distance Learning fully online courses; blended courses; and, web enhanced courses
- Implement better student surveys and tracking by working with Institutional Research in the design and analysis of results for such surveys
- Keep faculty updated with technology in the offering of annual workshops through CETL
- Implement an end-to-end distance learning operations plan from recruitment to assessment

**Distance Learning in Review:**

During the fall semester of 2002 there were 18 sections of online courses offered at RCC serving a student enrollment of 272. During the fall semester of 2008 there were 55 sections, of online courses representing an increase of 206% and serving a student enrollment of 719, representing an increase of 164%.

The number of faculty trained to teach and develop online courses was 12 during the fall of 2002 and increased to 44 for the fall of 2008.

During the fall semester of 2002 an online or onsite student orientation to online learning was not available. During the spring semester of 2009, 140 students participated in an on campus online orientation. This orientation is being considered a mandatory requirement for all first time online students.

## Comparative Analysis for Online Courses

| # | | Fall 2002 | Fall 2008 | % Inc/Dec (Fall 02/ Fall08) |
|---|---|---|---|---|
| 1 | Number of Online instructors trained | 12 | 44 | 266.6% |
| 3 | Number of Online Courses (sections) | 18 | 55 | 205.5% |
| | Total Online Course Enrollment | 272 | 719 | 164.3% |
| | Total Distance Learning sections | 46 | 111 | 141.3% |
| | Total Distance Learning Enrollment | 614 | 894 | 45.6% |
| | Total Online Course FTE | 19.3 | 68.4 | 254.6% |
| | Retention Rate for Online Courses | 62.5% | 77.3% | 14.8% |
| 4 | Total College Enrollment | 24,926 | 26,266 | 5.3% |
| 2 | # of College Courses (sections) | 1222 | 1398 | 14.4% |
| 5 | Total College FTE | 2341 | 2604 | 11.2% |
| 9 | Student Participated in Orientation | **No Student Orientation | **No Student Orientation | **140 students took onsite orientation Spring 2009 |

*Online Courses Only (Code V for 2002 and Code S for 2008). Not including Telecourses (T), Hybrid (B), Flex (D)Hybrid (B), Flex (D)

**Student Orientation was started in Spring 2009. A total of 140 students attended onsite orientation. Online orientation also offered but not programmed for counting.

# Sam Draper Mentor/Talented Student Honors Program (M/TS)

The Sam Draper Mentor/Talented Student Honors Program at RCC is nationally recognized for offering highly advanced academic pursuits in a community college setting and for preparing students to transfer successfully to Ivy League and Tier One four-year colleges.

Ivy League and Tier One recruiters typically seek out Rockland Community College honors students for transfer because of the program's reputation for producing students with proven ability having applied themselves academically for two highly-focused years at Rockland Community College.

Classes are taught by professors who are paired with honor students in a highly personalized mentoring relationship. Mentors are chosen according to a student's individual interests and talents.

For Rockland Honors Program students, both the transcript and diploma reflect honors status. Students who complete the Honors Program with an academic average of 3.5 or higher have a very high rate of transferring with full junior standing to virtually any four-year college or university they choose.

**Actions (Objectives/Outcomes Expected)**

- Increase in enrollment to approximately 400 students within the next five years
- Establish a better relationship with the high schools so that the program is among the first choice for post secondary education for their graduates, not a second choice
- Offer a greater diversity in the program including a capstone course and a "high honors" designation that would include a mentored 30+ page thesis; courses in other disciplines like law and technology
- Develop a newly consolidated MgD Business concentration into MTS that offers clearly designed honors courses and goals
- Develop new honors faculty as extant honors faculty retire
- Build exit strategies to have more students accepted into tier one schools and to explore potential scholarships in making this possible
- Develop and implement a summer boot camp for students who are close to our standards for admission to the Honors Program but need an appropriate series of courses in the summer to prepare them for honors acceptance in lieu of GPA and SAT scores

# Library

The Rockland Community College Library houses an impressive collection of over 100,000 volumes including e-books, 4,000 audio visual materials in various formats, more than 30 databases (accessible on or off campus), as well as access to over 23,000 periodical and journal titles in both electronic and paper formats. Our online library catalog also provides access to all of the other SUNY libraries' collections. The Library offers a variety of study spaces, free WIFI, 15 public access PC's and a new 24 seat computer instructional space for our student's Internet needs. Reference questions and requests can be answered in person at the reference desk or via e-mail when using the "Ask a Librarian" link from our home page.

**Vision:**
To create an essential information resource for the RCC community that not only serves to fill the academic needs of our students, but fulfills the educational, recreational and social needs of students, faculty, staff and community members regardless of their location or the resources format.

**Goals:**

| | |
|---|---|
| 2009 – 2010 | Develop internal planning process |
| 2009 – 2011 | Hire new staff |
| | Develop a hardware/software replacement plan |
| 2009 – 2013 | Increase voice in providing materials that support academic curricula across the campus |
| 2009 –2014 | Update furniture and shelving |
| 2009 – 2015 | Create brand and implement marketing plan |
| | Continue to upgrade and update Library holdings |

**Actions (objectives; outcomes expected)**

- Develop a Library Advisory Board
- Pursue grants in order to supplement capital projects
- Hire an Assistant Library Director in order to provide an administrative presence during nights and weekends
- Pilot a USB flash drive information program with the nursing department in an effort to streamline and remove duplication of services and resources available
- Conduct surveys of faculty, staff and students to assist in determining services and materials needed
- Inventory all current Library hardware and software and determine a schedule for replacement and upgrade

- Brainstorm and develop plans and then partnerships with other campus departments to create alternate avenues of income
- Design logo and incorporate into all Library generated handouts
- Design an online classroom space implementing Angel to be used by any and all courses offered by the college as a gateway to Library resources
- Continue to change the "look" of the Library in order to make it more user appealing
- Work with CPPD in hosting workforce events and targeting training (i.e.: resume writing); and offer job search strategies using online resources (i.e. monster.com, Facebook, etc)
- Upgrade the Library website
- Streamline access to database information and technical services procedures
- Implement a more efficient and user friendly print management system
- Implement hardware replacement plan

# Multi-Media Production Center

Home of RCC-TV, the Multi-Media Production Center at Rockland Community College offers the resources to produce Instructional/Educational, Promotional, Community Outreach and Documentation multi-media projects.

The facility is fully digital with project planning from concepts to completion; from pre-production to post-production.

Services offered are: Broadcast Services, Scriptwriting, Videotaping,
Graphic Design, Post-Production, CD and DVD authoring, Live Events Taping (Special classroom lectures, workshops, panel discussions, campus events, guest lecturers and theater events).

**Vision:**
To have RCC TV present and functioning in every building on campus.

**Actions (objectives; outcomes expected)**

- Have computers upgraded every 3 years
- Budget for supplies utilized by Multi-Media Production Center for academic department projects to be budgeted by those departments as opposed to the Center
- Grow the Multi-Media Production Center and hire a part-time hourly employee to help mentor students
- Work with academic departments in producing pieces for the annual Video Festival through potential internship and/or class projects
- Collaborate with the Department of Communication Media Arts
- Investigate grant opportunities
- Integrate multi-media within academic departments
- Reach out to the community via cable TV and the Internet
- Investigate purchasing and implementing robotic cameras in the theatre
- House all multi-media (educational instruction; community outreach; archives of events) on its own server
- Offer more opportunities for local high school students
- Work with the RCC Alumni in keeping them connected

# Outcomes Assessment

Rockland Community College is committed to evaluating its progress toward meeting its stated goals. The College is responsible for gathering and evaluating information that measures the results of its teaching as well as assessing its effectiveness as a public institution of higher education. Rockland Community College, as an educational institution, is accountable to itself, its students and its local and state constituents. It is accredited by the Commission on Higher Education of the Middle States Association and meets the standards and requirements of the State University of New York and the New York State Education Department.

**RCC participates in outcomes assessments to**:

- Enhance and facilitate teaching and learning
- Serve students by accurately indicating what they can expect
- Improve programs and services
- Promote institutional accountability
- Encourage institutional improvement
- Improve planning and resource allocation
- Provide information to the Board of Trustees and other stakeholders for program review and funding
- Meet state and national standards for accreditation and accountability

**General Education Outcomes Assessment**
The College participates in the SUNY mandate for the assessment of its general education program. This assessment process was designed and implemented by the faculty in 2002 and continues to be an effective on-going method of assessing for improvement. All course level assessment is embedded within the evaluation of student work regularly required for each course in the general education program. All results are aggregated by course and no student's work is ever individually identified. The results are analyzed only for the improvement of teaching and learning and aggregated data is shared within the college and SUNY.

**Strengthened Campus Based Assessment**
In addition to general education assessment and college-wide assessment, the SUNY Trustees are also now requiring additional assessment in four areas: Basic Communication, Mathematics, Critical Thinking, and Student Engagement. In the years 2007 and 2008, the assessment of Mathematics, Critical Thinking and Basic Communication were all successfully completed. The assessment of student engagement began in March of 2009 and will be completed by May 2009. Once the college receives and analyzes the results of the *Community College Survey of Student engagement (CCSSE)*, it will be ready to disseminate the findings and initiate activities to implement those findings. New programs and initiatives to strengthen the student experience and student retention will follow during the academic year 2010 and beyond.

**Streamlining of the State University Board of Trustees Policy on Assessment**
The State University of New York has recently passed the resolution "Streamlining of the State University Board of Trustees Policy on Assessment." In this new approach, outcomes assessment is once again primarily the responsibility of the campuses with possible periodic auditing by SUNY. The accountability and oversight has been delegated to The Middle States Commission on Higher Education and is currently well described in their *Standards of Excellence*. These changes will require changes on our campus in terms of committee structure, responsibilities and new procedures. This topic is already on the agenda of the Faculty Senate and a new set of procedure for assessment at the course level for the general education curriculum, as well as the rest of the curriculum, will be developed. This SUNY change will also necessitate changes to the college's Outcomes Assessment Plan. In addition, a new full-time position for an Assessment Coordinator has been developed. When that position is filled, other changes will also be occurring. This is a time of change and opportunity for the college as it seeks to improve its programs and services through rational planning, informed by assessment and based on evidence.

**Mission**
The mission of the Outcomes Assessment Office is to establish a process of continuous outcomes assessment in all areas of the College in order to improve its programs and services for students and the community. The climate of evidence established through this college-wide assessment will guide all planning, decision-making and resource development.

**Vision**
In five years every department/area/program will be assessing on an ongoing basis and using the evidence gathered through assessment for planning and improvement.The assessment process will be built into college-wide periodic review and used to direct and collect annual assessment data for improvement, planning, documenting progress, and meeting accountability standards. The Office of Outcomes Assessment will continue to oversee the college-wide outcomes assessment process. Under the supervision of the Dean of Instruction the leader of the Office of Outcomes Assessment will maintain the confidentiality of all raw assessment data.

**Goals**

| | |
|---|---|
| 2009 – 2010 | Initiate the program review process in the Academic, Student Development, and Finance/Administrative Divisions. Integrate The Outcomes Assessment Plan within the Academic Master Plan |
| 2010 – 1011 | Prepare the President's Office and the Board of Trustees for their participation in the assessment of strategic goals success and mission effectiveness |
| 2011 – 2012 | Design, implement and analyze the assessment of the college-wide assessment process and make recommendations for changes leading |

to an improved outcomes assessment process

2012 – 2013 Complete all outstanding outcomes assessments and implement changes

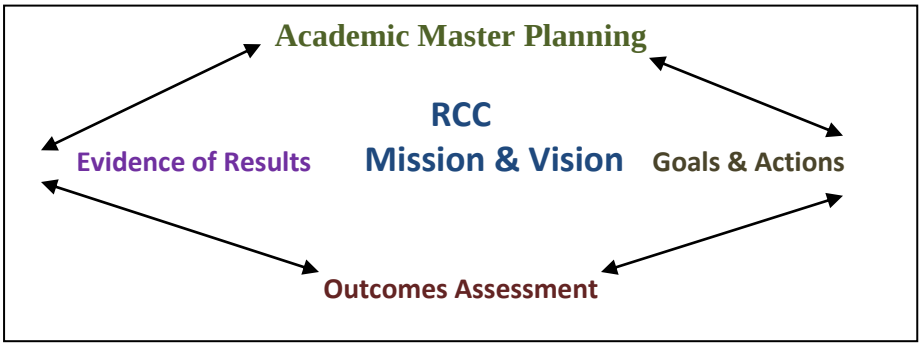
2013 – 2014 Revision of the Outcomes Assessment Plan documenting changes in the process.

2014 – 2015 All areas of the College are involved in continuous assessment and using the data to improve: Student learning outcomes; Services across College departments; Planning; Resource allocations; and all other College functions.

**Actions (objectives; outcomes expected)**

- Outcomes Assessment Plan approved by the Faculty Senate and Board of Trustees.
- Over the next five years the college will participate in the program review process completing a program review including an outcomes assessment plan for every area of the college
- Annually, courses, programs and areas will follow through with their assessment plans and assess a portion of their objectives and report their results.
- All areas of the college will use their assessment results to plan for improved outcomes.
- Outcomes assessment will be used effectively in the planning process so that the assessments lead to institutional effectiveness.
- The Office of Outcomes Assessment will continue to be supported sufficiently so that it can meet the College's commitments to itself, SUNY and Middle States.

**Academic Master Plan and Outcomes Assessment**
The Academic Master Plan and Outcomes Assessment have a reciprocal relationship, each guides and influences the other. There is assessment of student learning outcomes at the course level and the academic program level that provides evidence of learning outcomes that support goals documented in the Academic Master Plans. Conversely, goals and activities developed for the Academic Master Plans influence what questions and evidence is sought through outcomes assessment. Outcomes assessment evidence is documented through academic master planning to support requests, needs and goals. All of these activities, planning and assessment are driven by the sincere desire to achieve student learning, teaching and institutional excellence.




## Overview of College-Wide Assessment Activities

**Internal Assessment**
The first tier of assessment is the course level, it includes:

1. Learning Activity Plan development or revision resulting in well developed and measurable objectives, also known as student learning outcomes
2. Assessment of those course learning objectives (outcomes) in every course once every three years
3. Annual instructional class evaluations by students. This is a collaborative effort of the Office of Outcomes Assessment, Institutional Research and the Academic Divisions
4. Student Engagement assessed through the Community College Survey of Student Engagement (CCSSE), spring 2009

The second tier of assessment is at the program/area/department level, in all divisions of the college. Any area that contributes to the college mission will participate in program review once every six years, including:

1. Academic Master Planning, once every five years, relies on the evidence developed as a result of outcomes assessment activities used to support requests and project future needs and goals
2. Academic Program Reviews, once every six years, which include student learning outcomes and outcomes assessment plans that document

improvements resulting from assessment. Three program reviews were completed in 2008-2009 and two are in process at this time
3. Numerous workshops to explain the principles and purpose of assessment and program review in the Academic Affairs Division
4. Outcomes Assessment Office meeting regularly with all three academic divisions to assist with their program review development

The Student Development Division
1. Two workshop/meetings were held to explain the principles and purpose of assessment in the Student Development Division
2. Two areas have identified goals for their programs and two were selected to develop outcomes assessment plans in 2009-2010

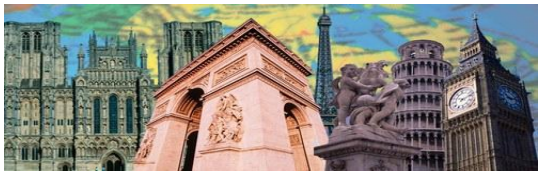
The Finance and Administration Division
1. Schedule for assessments within the division to be developed

The third tier of assessment is institutional. The goal is to ensure all components of planning, assessment and service delivery are maximally effective and efficient. These areas are under the administration of the Office of the President. This third tier of assessment also includes institutional governance; the Board of Trustees, the Faculty Senate and the campus unions.

**External Assessment**

There are two authorities of external assessment and accountability the college is responsible to:
The State University of New York
1. Requiring assessment of its general education curriculum once every three years on a rotating schedule with the results of these assessments to improve teaching and learning
2. Also requiring completion of annual assessment reports documenting the process and results of the general education assessments and its strengthening campus-based assessment initiative
3. Collaborating in the program review process by requiring completion of the program review summaries and the data summary forms
4. Expecting a new report titled *Closing the Loop*, due June 2010

The Commission on Higher Education of the Middle States Association
1. Provides a set of *Standards of Excellence* by which the college is assessed for accreditation through the self-study process, reaccreditation granted 2007-2017
2. Campus assessment activities contribute to periodic reports due to Middle States documenting the progress and integration of outcomes assessment into the daily activities of the college and the use of its results for improvement
3. Newly developed Outcomes Assessment Plan approved by the Faculty Senate February 2008
4. The Outcomes Assessment Plan guides and focuses outcomes assessment activities across the college leading to improvement in teaching, learning, and the services it provides to students and the community



# Study Abroad

Crossing a border to another country is more than just moving to a new location, a student encounters new customs, traditions, languages, life-styles; a new and different culture. Enrolling in one of Rockland Community College's Study Abroad Programs enables a student to travel with an objective; to receive enrichment within a course of study and to broaden one's perspective on the world.

Study Abroad through Rockland Community College is open to college students and adult members of the community.

The Study Abroad program is in the process of rebuilding. The winter session London trips in were successful in the past and need to serve as a foundation to build the Study Abroad program for the future. These trips were cost effective, process simple, and the faculty participation was excellent. Study Abroad faculty trips should be unified with the semester abroad programs as well as outside agencies in order for the entire program to exercise continuity and cohesiveness. Partial release time should be considered futuristically for a person to coordinate the Study Abroad program.

The following departments have offered Study Abroad courses in the past, and many of these departments are looking to offer courses in the future. The goals for Study Abroad over the next five years are:

- Reinstitute a scholarship fund for Study Abroad students
- Explore a student exchange program for Paramedic program
- New Business Department courses to include: Import/Export; Outsourcing; Energy Markets
- Revamp the 3 courses already on the books for study abroad (CRJ 255; CRJ 256: CRJ 257)
- Offer a potential Fire & Emergency Services Outside of the U.S. course
- Continue to offer : Food & Drink in the British Tradition; A Taste of Italy; A Taste of the World; and A Taste of New Orleans course through the Hospitality and Tourism Department
- Offer more Paralegal courses abroad
- Consider cultural exchange opportunities through video and the internet but also PDA course opportunities abroad
- Re-instate the Theatre & Performing Arts in London course
- Offer the Education in London through Teacher Education course
- Re-instate the courses Art in London and Art in Paris through the Art Department
- Develop advanced language and composition courses for travel to country of target language through the Department of Foreign Languages

# Tutoring Center

**Mission**

The Tutoring Center was opened in 1997. The center provides several delivery methods for tutoring and provides initial student assessments to determine their need and match them with available services. The center conducts periodic data reviews to determine effectiveness of services and student satisfaction. Group tutoring is provided for several courses that have historically proven to have low persistence levels and students benefit not only from the tutor but also from the learning communities that develop. The center has also developed a system to provide online tutoring for the Nursing Calculations course utilizing freely available online tools. A dedicated computer in the center provides subject specific supportive software for students enrolled in ESL courses.

**Vision**

- Provide additional support for at-risk students
- Provide additional support for students in English Skills
- Provide additional support for students with disabilities
- Provide additional support for students in so called "killer courses" like math and physics
- Create online tutorials in various disciplines
- Expand online tutoring options particularly in light of the new online degree program
- More faculty involvement in the Tutoring Center

**Actions (objectives; outcomes expected)**

- Set up a taskforce to investigate additional means of academic support for students
- Expand the group tutoring offerings to include more high risk/low persistence rate courses
- Offer release time for faculty participating in Tutoring Center activities

## Writing Center

**The vision over the next five years:**
The vision of the Writing Center is to provide writing support to all students who seek it, to be a resource for faculty who wish to use writing in their classrooms, and to be a source of life-long learning for the wider community. Our view, that writing is an expression of thinking that is facilitated by collaborative dialogue, informs the way our staff is trained and the way our services are delivered.

**Goals**

| | |
|---|---|
| 2010– 2015 | Help students become more confident, comfortable and effective writers by treating each person as a unique individual with a story to tell in a unique voice |
| | Enable students, through their interactions with our professional staff and student tutors, to participate in open dialogues about their own individual writing issues |
| 2010 –2012 | Provide a state-of-the-art Writing Center |
| | Serve a greater number of students |
| | Utilize space for cultural events |
| 2011 –2012 | Implement online tutoring |
| | Collect data on students who are served by the Writing Center |

**Actions (Objectives/Outcomes Expected)**

- Schedule regular training for peer tutors
- Hire full-time Writing Center Director
- Benchmark other institutions
- Open Writing Center more than 35 hours per week
- Invite faculty and students to participate in poetry readings, book clubs, etc.
- Provide online tutoring
- Develop student survey

# Academic Affairs Staffing Needs Projected Over the Next 6 Years

## 2009 – 2015

# Academic Affairs 5-Year Tentative Staffing Plan

## 2009 - 2015

SUNY Rockland has more full professors than most of the 30 community college within the SUNY system. During the fall of 2007, there were 646 faculty teaching on campus. 535 were part-time and 111 were full-time faculty members. Of the full-time faculty on campus, 49% (55) were full professors and 12% (13) were instructors. This shows a full-time to part-time faculty ratio, based solely on head count, of 17%FT/82%PT. This data is illustrated in Table 1.

The number of sections taught by full-time faculty members compared to part-time faculty members for the fall of 2008, was 445 sections taught by full-time faculty and 492 sections taught by part-time faculty, 937 sections in total. This shows a full-time part-time faculty ratio of 47%/53%. The highest percentage of part-time faculty fall within the Division of Humanities, Social and Behavioral Sciences, with 58% of all sections being taught by part-time faculty; next is the Division of Math, Natural and Health Sciences with 49% of all sections being taught by part-time faculty; then the Division of Business and Informational Technology with 48% of all sections being taught by part-time faculty. Table 2 shows the areas of highest full-time faculty need, broken down by academic department. Full-time faculty need has been projected based on enrollment growth, course sections taught, full-time/part-time faculty percentages and FTE's. An illustration of this data for all academic departments is located in Table 3.

It is a general concern that the full-time to part-time ratios fall more heavily on the part-time side. Compounding this concern is the fact that over 90% of our remedial math instructors, and English Skills instructors are part-time. These percentages minimize the full-time faculty support services offered to our students. Table 4 illustrates developmental student enrollments in Math and English Skills courses, student enrollment, sections taught, and full-time/part-time faculty ratios. Table 4 shows that RCC offered 7 developmental courses in Math and English Skills to 1748 students. 92% of the Math classes and 95% of the English Skills classes were taught by adjunct faculty. The overall persistence rate (pass rate) for the students in those classes was 54%. This means that 46%, or 806 students, did not persist. There is an immediate need for Math and English Skills full-time faculty members.

The President of the college has made a commitment to working within this Academic Master Plan and striving for the full-time to part-time faculty ratio to 60% FT/40%PT within five years, towards the goal of having a 70% FT/30%PT ratio within ten years if the budget permits.

Additional full-time faculty are needed at RCC for many reasons. They bring new ideas for curriculum development and give personal time to individual students who need support, aiding in student retention. They support the college community by serving on committees and being involved in strategic planning, program review, outcomes assessment in general, and Middle States Accreditation. Additional qualified adjuncts also serve the teaching and learning at RCC, by providing expertise in many diverse areas for a well-rounded academic foundation for our students.

The Academic Master Plan projects faculty hires over the next five years based not only on full-time to part-time faculty ratios (based on sections taught), but also on the growth of programs, current growth and enrollment within courses, and curriculum development over the next five years. Student persistence within all courses in relationship to FT/PT faculty ratios has also been a consideration as well as FTE growth and loss. Since SUNY community colleges in general report FT/PT faculty ratios based on different sets of criteria, it is the intent of Table 3 to show data representing all criteria.

**Full-Time Faculty**

In order to reach the goals for the full-time and part-time faculty ratios, and consequently the goals within the Academic Master Plan, these faculty positions are necessary over the next 5 years. Table 5 illustrates full-time faculty need by Division, and shows the 2009 - 2010 Academic year which has been included as part of the transition into the 5-year Academic Master Plan. It is understood that filling these full-time faculty positions depends upon the budget, the development of new academic programs, and the state of the economy over the next five years.

The issue of secondary competency must also be considered when addressing faculty needs. Some departments are short staffed in sections taught, but not in full-time faculty within their departments. Some faculty members have a secondary competency, and teach much of their load outside of the department they were originally hired in. This skews data regarding full-time

faculty teaching within departments, and could affect departmental growth. This will also be addressed over the next five years.

Table 6 shows displays the necessary full-time faculty needed over the next five years to carry out the Academic Master Plan as presented.
(modifications to the Master Plan may adjust full-time faculty needs).

## Description of the Following Tables:

**TABLE 1: 2008 – 2009 Full-Time to Part-Time Faculty Ratios**

**TABLE 2: Areas of Greatest Need for Full-Time Faculty Based on Course Enrollment and FT/PT Faculty**

**TABLE 3: Aggregate Student Enrollment, Course Sections, Full-Time/Part-Time Percentages and FTEs**

**TABLE 4: Developmental Education Student Enrollment, Sections Taught, Full-Time/ Part-Time Faculty and FTEs**

**TABLE 5: Full-Time Faculty Needs by Academic Division Over the Next 5-Years**

**TABLE 6: Total Full-Time Faculty - 5-Years**

# Table 1

2008 -2009 Full-Time to Part-Time Faculty Ratios (By Head Count)

**Division of Humanities, Social & Behavioral Sciences**

| Department | Full-Time | Part-time | Ratio | Students Enrolled |
|---|---|---|---|---|
| Art | 8 | 17 | 32%/68% | 1069 |
| Comm Media Arts | 1 | 4 | 25%/75% | 241 |
| Early Childhood | 1 | 10 | 10%/90% | 220 |
| ENG/PHIL/Religious Studies | 14 | 46 | 30%/70% | 2859/366/24 |
| English Skills | 1 | 28 | 3%/97% | 879 |
| ESL | 1 | 14 | 7%/93% | 404 |
| Foreign Languages | 3 | 12 | 20%/80% | 494 |
| Life Skills | 1 | 7 | 13%/87% | 171 |
| Performing Arts | 3 | 7 | 45%/55% | 422 |
| Social Sciences | 11 | 35 | 24%/76% | 3416 |
| Speech | 5 | 4 | 56%/44% | 579 |

**Division of Math, Natural & Health Sciences**

| Department | Full-Time | Part-Time | Ratio | Students Enrolled |
|---|---|---|---|---|
| EMS | 1 | 2 | 33%/67% | 62 |
| Nursing | 14 | 42 | 25%/75% | 613 |
| Math | 7 | 35 | 17%/83% | 2350 |
| Occupational Therapy | 2 | 5 | 29%/78% | 179 |
| Physical Education | 5 | 15 | 25%/75% | 2150 |
| Science | 13 | 30 | 30%/70% | 2363 |

**Division of Business & Information Technology**

| Department | Full-Time | Part-Time | Ratio | Students Enrolled |
|---|---|---|---|---|
| Auto Tech | 1 | 4 | 20%/80% | 161 |
| Business | 7 | 40 | 15%/85% | 1954 |
| Computer Studies | 5 | 19 | 21%/79% | 819 |
| Criminal Justice | 2 | 7 | 22%/78% | 507 |
| Fire Protection Technology | 0 | 5 | 0%/100% | 69 |
| Hospitality & Tourism | 2 | 3 | 40%/60% | 247 |
| Paralegal Studies | 1 | 7 | 13%/87% | 215 |
| PDA | 2 | 19 | 10%/90% | 1035 |

Students enrolled indicates those students enrolled in course sections within departmental offerings (FT/PT faculty data based on specific course sections and credits is attached)

# Table 2

Top 10 Areas of Greatest Need for Full-Time Faculty
Based on Course Enrollment and FT/PT Faculty

| Subject Areas | Total Student Enrollment | Enrollment Growth 5 years (FA 02; FA 08) | # Course Sections Offered | FT/PT Faculty Ratio (based on sections taught) |
|---|---|---|---|---|
| English | 3041 | 463 | 113 | 30/70 |
| Math | 2810 | 477 | 86 | 36/64 |
| Sociology | 708 | 35 | 14 | 8/92 |
| Business Management | 580 | 141 | 14 | 14/86 |
| Chemistry | 537 | 111 | 11 | 0/100 |
| Phys. Ed. | 1923 | 116 | 74 | 45/55 |
| Fine Arts | 953 | - | 70 | 58/42 |
| Psychology | 1754 | 213 | 55 | 44/56 |
| Business | 512 | 80 | 18 | 22/78 |
| English Skills | 985 | 500 | 56 | 5/95 |

(Data on full-time/part-time faculty based on Fall 2008 Datatel report)

**Need as stated does not include additional faculty needed for these new degree programs to be added in the next five years:**

- Fire Protection Technology
- Marketing
- International Business
- Sports Management
- Economics
- Engineering
- Environmental Science
- Journalism
- Creative Writing
- Community Health
- Accounting
- Sports Management
- Marketing
- International Business
- Deaf Studies
- Cinema and Screen Studies

# Table 3

## Aggregate Student Enrollment, Course Sections
## Full-Time/Part-Time Faculty Percentages
## Fall 2002 & Fall 2008

(Sections; Full-time, Overload, and Part-time Faculty reflect Fall 2008 Data)

| Degree/Cert | Courses | FA02 | FA08 | < | > | #Secs | %FT | %OL | %PT | FTE's | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FA 08 | FA 08 | FA 08 | FA 08 | FA 02 | FA 07 |
| Bus/Acct – AAS | | 88 | 126 | | 38 | | | | | | |
| Bookkeeping | | 16 | 0 | 16 | | | | | | | |
| Bookkeeping – Cert | | 4 | 3 | 1 | | | | | | | |
| Bus Admin – AS | | 134 | 207 | | 73 | | | | | | |
| Bus Admin – AAS | | 181 | 246 | | 65 | | | | | | |
| International Bus | | 76 | 96 | | 20 | | | | | | |
| Bus Marketing – AAS | | 49 | 85 | | 36 | | | | | | |
| Office Skills Cert | | 2 | 0 | 2 | | | | | | | |
| **TOTALS** | | **550** | **763** | **19** | **213** | | | | | | |
| | | | | | | | | | | | |
| | Economics | 545 | 528 | 17 | | **18** | **72** | **39** | **28** | **54.5** | **50.1** |
| | Accounting | 352 | 328 | 24 | | **13** | **54** | **8** | **46** | **29.9** | **27.1** |
| | Business | 472 | 512 | | 80 | **18** | **22** | **11** | **78** | **46.9** | **56.6** |
| | Management | 439 | 580 | | 141 | **14** | **14** | **7** | **86** | **22.8** | **27.1** |
| | Finance | 53 | 70 | | 17 | **1** | **0** | **0** | **100** | **5.3** | **5.1** |
| | Int. Business | 76 | 96 | | 20 | **3** | **67** | **33** | **33** | **7.6** | **8.0** |
| | Marketing | 242 | 180 | 62 | | **7** | **14** | **14** | **86** | **24** | **20** |
| | Office Tech | 175 | 175 | | | **13** | | **0** | **100** | **12.1** | **10.8** |
| **TOTALS** | | **2354** | **2469** | **103** | **321** | **87** | | | | | |
| Lib Arts/Soc Sci AA | | 849 | | | | | | | | | |
| | Anthropology | 80 | 141 | | 61 | 5 | 60 | 60 | 40 | 8 | 14 |
| | Geography | 83 | 86 | | 3 | 1 | 100 | 100 | 0 | 8 | 7 |
| | History | 538 | 776 | | 238 | 17 | 76 | 47 | 24 | 54 | 73 |
| | Politics | 225 | 167 | 58 | | 6 | 83 | 0 | 17 | 22 | 19 |
| | Psychology | 1541 | 1754 | | 213 | 55 | 44 | 11 | 56 | 154 | 168 |
| | Sociology | 673 | 708 | | 35 | 14 | 8 | 7 | 92 | 67 | 67 |
| | PDA | 902 | 1057 | | 155 | **30** | **60** | **53** | **40** | **90** | **106** |
| **TOTALS** | | **4042** | **4689** | **58** | **705** | **128** | | | | | |
| **Degree/Cert** | **Courses** | **FA02** | **FA08** | **<** | **>** | **#Secs** | **%FT** | **%OL** | **%PT** | **FTE's** | |

| | | | | | | FA 08 | FA 08 | FA 08 | FA 08 | FA 02 | FA 07 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Auto Tech AAS | | 41 | 71 | | 30 | | | | | | |
| | Auto Tech | 146 | 165 | | 19 | 6 | 0 | 0 | 100 | 15.3 | 14.9 |
| Lib Arts/MathSci AA | | 95 | | | | | | | | | |
| Lib Arts/MathSci AS | | 358 | | | | | | | | | |
| | Biology | 1269 | 1192 | 77 | | 38 | 71 | 26 | 29 | 105 | 136 |
| | Chemistry | 426 | 537 | | 111 | 11 | 0 | 0 | 100 | 39 | 65 |
| | Engineering | 34 | 24 | 10 | | 1 | 100 | 100 | 0 | | |
| | Physics | 157 | 118 | 39 | | 2 | 100 | 100 | 0 | 13 | 14 |
| | Science | 446 | 414 | 32 | | 11 | 56 | 11 | 44 | 45 | 36 |
| **TOTALS** | | **2332** | **2285** | **158** | **111** | 63 | | | | | |
| Comm Media Arts AA | | 104 | 148 | | 44 | | | | | | |
| | Comm Media | 264 | 256 | 8 | | | 46 | 0 | 54 | 29.8 | 27.7 |
| Criminal Justice AS | | 148 | 303 | | 155 | | | | | | |
| | | | | | | | | | | | |
| | Criminal Justice | 378 | 524 | | 146 | 25 | 92 | 16 | 8 | 37.8 | 54 |
| | | | | | | | | | | | |
| Computer Asst Design | | 10 | 12 | | 2 | | | | | | |
| Computer Network AAS | | 82 | 59 | 23 | | | | | | | |
| Computer Supp Serv AAS | | 38 | 17 | 21 | | | | | | | |
| Elect & Comp Tech AAS | | 35 | 0 | 35 | | | | | | | |
| Elect & Comp Tech Cert | | 1 | 4 | | 3 | | | | | | |
| **TOTALS** | | **166** | **92** | **79** | **5** | | | | | | |
| | | | | | | | | | | | |
| | CAD | 61 | 52 | 9 | | 18 | 100 | 100 | 0 | 8.1 | 8.9 |
| | Comp Network | 239 | 93 | 146 | | 7 | 100 | 88 | 0 | 35.4 | 13.6 |
| | Comp Studies | 861 | 496 | 365 | | 26 | 38 | 17 | 62 | 96.6 | 46.9 |
| | ELT | 187 | 66 | 121 | | 4 | 50 | 25 | 50 | 23.5 | 9.1 |
| **TOTALS** | | **1348** | **707** | **641** | | 55 | | | | | |

| Degree/Cert | Courses | FA02 | FA08 | < | > | #Secs | %FT | %OL | %PT | FTE's | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FA 08 | FA 08 | FA 08 | FA 08 | FA 02 | FA 07 |
| | English | 2638 | 3041 | | 403 | 113 | 30 | 18 | 70 | 351 | 426 |
| | English 101 | (1270) | (1483) | | (213 | (68) | | | | | |
| | ESL | 582 | 415 | 167 | | 14 | 22 | 25 | 78 | 107 | 54 |
| | Philosophy | 298 | 301 | | 3 | 8 | 37 | 38 | 63 | 30 | 28 |
| | Religious Studies | 20 | 22 | | 2 | 1 | 0 | 0 | 100 | 2 | 2 |
| | Speech | 509 | 601 | | 92 | 25 | 74 | 36 | 26 | 50 | 51 |
| | | | | | | | | | | | |
| Fine Arts AS | | 40 | 74 | | 34 | | | | | | |
| | | | | | | | | | | | |
| | Fine Arts | 980 | 953 | 27 | | 70 | 58 | 16 | 42 | 81.3 | 77.5 |
| | Photography | 17 | 30 | | 40 | | | | | | |
| | | | | | | | | | | | |
| Early Childhood Cert | | 33 | 43 | | 10 | | | | | | |
| Early Childhood AA | | 219 | 242 | | 23 | | | | | | |
| | Child Study | 219 | 242 | | 23 | 24 | 13 | - | 87 | 22.2 | 21.8 |
| | | | | | | | | | | | |
| Foreign Languages | Am Sign Lang | 58 | 98 | | 40 | 5 | 0 | 0 | 100 | 6.0 | 9.5 |
| | Chinese | 0 | 48 | | 48 | | | | | 0 | 2.7 |
| | Arabic | 0 | 20 | | 20 | 1 | 0 | 0 | 100 | 0 | 2.1 |
| | French | 68 | 74 | | 6 | 3 | 0 | 0 | 100 | 4.5 | 5.7 |
| | German | 44 | 16 | 24 | | | | | | 2.9 | 1.5 |
| | Hebrew | 50 | 56 | | 6 | 2 | 0 | 0 | 100 | 3.3 | 2.7 |
| | Italian | 104 | 92 | 12 | | 3 | 100 | 100 | 0 | 6.9 | 6.9 |
| | Russian | 24 | 22 | 2 | | 1 | 0 | 0 | 100 | 1.6 | 1.2 |
| | Spanish | 246 | 279 | | 33 | 10 | 50 | 20 | 50 | 32.8 | |
| | | | | | | | | | | | |
| **TOTALS** | | **594** | **705** | **38** | **143** | 25 | | | | | |

| Degree/Cert | Courses | FA02 | FA08 | < | > | #Secs | %FT | %OL | %PT | FTE's | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FA08 | FA08 | FA08 | FA08 | FA02 | FA07 |
| Hospitality & Tour AAS | | 26 | 66 | | 40 | | | | | | |
| | | | | | | | | | | | |
| | Hospitality | 206 | 238 | | 32 | 10 | 66 | 9 | 44 | 22 | 22 |
| Fitness Specialist Cert | | 11 | 12 | | 1 | | | | | | |
| Phys Ed Studies AS | | 0 | 20 | | 20 | | | | | | |
| | Fitness | 19 | 29 | | 10 | 3 | 100 | 100 | 0 | 2 | 4 |
| | Phys Education | 1807 | 1923 | | 116 | 74 | 45 | 37 | 55 | 60.6 | 65.5 |
| | Phys Ed Studies | 0 | 70 | | 70 | 7 | 82 | 82 | 18 | | |
| | Recreation | 124 | 144 | | 20 | 10 | 80 | 80 | 20 | 4.1 | 4.9 |
| **TOTALS** | | **1950** | **2166** | | **216** | 94 | | | | | |
| | | | | | | | | | | | |
| Life Skills | Life Skills | 241 | 180 | 61 | | 10 | 68 | 68 | 32 | 18 | 17 |
| | (LSK 203) | (152) | (179) | | (29) | 11 | 45 | | 55 | 15.2 | 16.6 |
| | | | | | | | | | | | |
| Math | Math | 2333 | 2810 | | 477 | 86 | 36 | 14 | 64 | 261 | 296 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Performing Arts AA | | 31 | 43 | | 12 | | | | | | |
| | | | | | | | | | | | |
| | Performing Art | 180 | 177 | 3 | | 10 | 40 | 40 | 60 | 1.8 | 1.7 |
| | Music | 213 | 236 | | 23 | 8 | 72 | 0 | 18 | 20 | 23 |
| **TOTALS** | | **393** | **413** | | **20** | | | | | | |
| | | | | | | | | | | | |
| Paralegal Studies AAS | | 47 | 77 | | 30 | | | | | | |
| Paralegal Cert | | 13 | 21 | | 8 | | | | | | |
| **TOTALS** | | **60** | **98** | | **38** | | | | | | |
| **Degree/Cert** | **Courses** | **FA02** | **FA08** | **<** | **>** | **#Secs** | **%FT** | **%OL** | **%PT** | **FTE's** | |
| | | | | | | FA08 | FA08 | FA08 | FA08 | FA02 | FA07 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Paralegal | 191 | 230 | | 39 | **14** | **21** | **21** | **79** | **19.1** | **20.5** |
| | | | | | | | | | | | |
| Nursing AS | | 197 | 496 | | 299 | | | | | | |
| | | | | | | | | | | | |
| | Nursing | 1746 | 2328 | | 582 | **43** | **86** | **20** | **14** | **93.2** | **122.7** |
| | | | | | | | | | | | |
| OTA AAS | | 52 | 82 | | 30 | | | | | | |
| | | | | | | | | | | | |
| | **OTA** | 128 | 158 | | 30 | **10** | **0** | **0** | **100** | **1.8** | **1.9** |
| | | | | | | | | | | | |
| Emergency Medical Services AAS | | | | | | | | | | | |
| | **EMT** | 113 | 20 | | | | | | | | |
| | **PAR** | 79 | 50 | | | **2** | **0** | **100** | **0** | **7.8** | **5.5** |

# Table 4

Development Education Student Enrollment, Sections Taught
Full-Time/Part-Time Faculty and FTE's

| Course | FA02 | FA08 | < | > | #Sect. | FT% | PT% | FTE's FA02 | FTE's FA08 | Persistence Rate (%) |
|---|---|---|---|---|---|---|---|---|---|---|
| **MATH** | | | | | | | | | | |
| MAT048E | | | | | | | | | | |
| MAT 101E | 262 | 223 | 39 | | 11 | 18% | 82% | 19 | 16 | |
| MAT 065 | 538 | 645 | | 107 | 28 | 4% | 96% | 78 | 101 | 53% |
| **Totals** | **800** | **868** | | | **39** | | **92%** | | **117** | |
| | | | | | | | | | | |
| **ENGLISH** | | | | | | | | | | |
| ENG080 | 53 | 129 | | 76 | 14 | 0 | 100% | 19 | 47 | 45% |
| ENG090 | 89 | 168 | | 79 | 16 | 0 | 100% | 28 | 57 | 54% |
| ENG099 | 293 | - | | - | - | - | - | 44% | - | 61% |
| ENG095 | - | 326 | | | 15 | 20% | 80% | - | 48 | 55% |
| ENG096 | - | 257 | | | 11 | 0 | 100% | | 37 | 53% |
| **Totals** | | **880** | | | **56** | **5%** | **95%** | | **189** | **54%** |
| | | | | | | | | | | |

- 7 developmental courses are offered with a duplicate total enrollment of 1748 students
- 92% of Developmental Math courses are taught by adjuncts
- 95% of Developmental English courses are taught by adjuncts
- The persistence rate for Developmental courses on an average is less than 55%

(Persistence = Total students enrolled – students who fail, withdraw or receive an incomplete in a course)

# Table 5
Full-Time Faculty Needs by Academic Division

**Division of Humanities, Social and Behavioral Sciences**

| Department | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 | 2013/2014 | 2014/2015 |
|---|---|---|---|---|---|---|
| Art | | | | Art | | |
| Comm<br>Media Arts | | | | | Comm<br>Media Arts | |
| Early Childhood/<br>Teacher Ed | | | | | Early<br>Childhood/<br>Teacher Ed | |
| Eng/Philosophy/<br>Religious Studies | English | | | English | | |
| Eng Skills | English<br>Skills | | | English<br>Skills | | |
| ESL | | | ESL | | | |
| Foreign<br>Languages | | Foreign<br>Languages | | | | |
| Life Skills | | | Life Skills | | | |
| Performing<br>Arts | | | | Performing<br>Arts | | |
| Social<br>Sciences | | Social<br>Sciences | Social<br>Sciences | | | Social<br>Sciences |
| Speech | | | | | | Speech |

# Table 5

**Division of Math and Health Sciences**

| Department | 2009/2010 | 2010/2011 | 2011/2012 | 2012/1013 | 2013/2014 | 2014/2015 |
|---|---|---|---|---|---|---|
| EMS | | | EMS | | | |
| Nursing | | | | Nursing | | Nursing |
| Math | | Math | Math | | Math | |
| OT | | | | | OT | |
| Phys Ed | | | Phys Ed | | | |
| Science * | | | Science | | Science | |

(* The 2011 – 2012 Science position is designated for the new Engineering AS Degree)

**Division of Business and Information Technology**

| Department | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 | 2013/2014 | 2014/2015 |
|---|---|---|---|---|---|---|
| Auto Tech | | | | Auto Tech | | |
| Business | | Marketing | International | | Sports Management | |
| Computer Studies | | | | | Computer Studies | |
| Criminal Justice | | Criminal Justice | | | | Criminal Justice |
| Fire Protection Technology | | | | Fire Protection Technology | | |
| Hospitality & Tourism | | | Hospitality & Tourism | | | |
| Paralegal Studies | | | Paralegal Studies | | | |
| PDA | PDA | | | | | |

# Table 6

Total Full-Time Faculty - 5-Years

| Department | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 | 2013/2014 | 2014/2015 |
|---|---|---|---|---|---|---|
| Humanities, Social & Behavioral Sciences | 2 | 2 | 3 | 4 | 2 | 2 |
| Math & Health Sciences | 0 | 2 | 4 | 1 | 3 | 1 |
| Business & Informational Technology | 1 | 2 | 3 | 2 | 2 | 1 |
| **Total** | **3** | **6** | **10** | **7** | **7** | **4** |

(Full-time faculty positions not appointed in one year will move over into the next year if still listed as a priority.)

## Full Time Faculty Projections and Needs

In order to meet the needs of our students, to develop new programs and to bring the full-time to part-time faculty ration within 60%/40%, the college would need to hire 37 new full-time faculty members over the next 6-years, including the transition year (2009 – 2010); and excluding those faculty members who retire over the next 6 years.

The above projections do not include faculty retirements over the next 6 years. It is the intent of Academic Affairs to replace faculty who retire while at the same time prioritizing need.

It is also anticipated that Academic Affairs will be exploring new programs and curricula over the next 5 years. Some of these programs have been included but the projections are not all inclusive so some flexibility in the hiring of new full-time faculty must be attained in order not to hinder this curricula growth. This 5-year staffing plan is part of the academic master plan which is a transparent 5 year vision in which the entire campus will be able to see the projection of growth in faculty and academic staff over the next 5-years.

**Assistant Director of the Library** – Although not specifically located within an academic department, Librarians are faculty and fall under the Division of Humanities, Social and Behavioral Sciences. A full-time Assistant Director is needed in order to provide support for our students during the evening hours and on weekends.

## Non-Faculty Positions

As Academic Affairs continues to grow and to meet the needs of our student population, the following non-faculty positions are proposed:

- **Academic Support Services Director** – There is currently in place a task force that has been charged with finding ways to increase the academic support that we offer our students in order to help them achieve better academic success. With RCC retention rates falling to 67% one approach has been to provide more support services for our students. This includes not only college wide but also course wide. Thirty percent of our students do not persist in many of our English and Math courses which serve as the foundation for many of our degree programs on campus. The Director of Academic Support Services would stay current with support services to be offered; work with the Writing Center, the Reading Center, and the Tutorial Center in coordinating the meeting of student needs. The Director would also work with faculty, student development, and the students in making sure that needs were being addressed.

- **Writing and Reading Center** - The current Writing Center will futuristically be combined with a new Reading Center. Since many of our students are not reading up to standard, a support service specific to reading will be offered to our students. The Writing and Reading Centers will be able to offer reading and writing literacy to the community and may partner with CPPD in offering non-credit opportunities in reading literacy.

- **Coordinator of High School Enrichment** – As our high school program continues to grow in enrollment there will be a need for a Coordinator. There are three considerations for this

position: (1) To provide release time to a current faculty member, Dept Chair, or Div Chair to coordinate this program; (2) To re-think the current position: Coordinator of Credit Office & Dual Enrollment, Offsite, and Evening and Weekend. Since we are trying to build HS Enrichment, offsite offerings, Evening offerings and weekend offerings, there is a need to hire a director. The current coordinator position would be re-titled: Assistant to the Director; or, (3) Assistant Dean of Instruction.

- **Coordinator of Assessment** – The College needs to consider within the next five years the hiring of a full-time assessment coordinator. With academic program review; course assessment; non-academic program assessment; student course evaluations; student surveys (such as CCSSE); and Middle States, there is a lot to coordinate. This coordinator would work closely with Institutional Research in not only the coordination of the above but also with much needed student surveys.

- **Assistant Director of Distance Learning for Instructional Technology** – This position has been included in the 2009 – 2010 planning as well as the budget. If we are to develop more online courses and to one day offer degrees online then this position is critical to that growth.

- **Coordinator of Instructional Technology** – As we continue to update and depend on technology, there needs to be a person who is specifically in charge of academic/instructional technology. There are unique situations that occur within the instructional area that must be addressed. This coordinator could come through the office of the Director of Information Technology but there is a need for someone specific to instructional technology. With this position is also the need for **Instructional Technicians**. Academic departments are in need of technicians who can help them with technology as it breaks down, and/or is in need of maintenance.

- **Academic Support Staff –** Departmental support staff needs to be evaluated over the next five years and a commitment to providing adequate support staff for our academic departments is a priority. Within the priorities for support staff CPPD and the Library must also be considered over the next 5 years.

- **Study Abroad -** As we rebuild the Study Abroad Program there needs to be consideration for the staffing of a position to oversee study outside the walls of RCC. These duties can fall under the Asst. Dean of Instruction; they can be assigned release time; or, a new Director can be assigned.

- **Tutors and Mentors** – As we provide more support services for our students over the next five years, we are also making a commitment to providing needed instructional tutors and mentors for those student

- **CPPD, the Library, and Student Academic Support Services** will be growing over the next five years in terms of organizational charts, structure, and services provided. A re-evaluation of staff unanticipated in the formation of this 5-year staffing plan may need to be re-visited.

This six year Academic Affairs staffing plan has been based on need, FTEs now and projected, the direction we are taking Academic Affairs, and projected increased enrollment. This document represents a snapshot of staffing needs over the next six years but must also have the flexibility for revision if the vision and goals change or shift over this projected time period.

# Division and Program Visions and Objectives

## Division: Business and Information Technology

Business and Information Technology is a diverse division, containing:

- Automotive Technology
- Business
- Computer Assisted Design
- Computer Networking / Cyber Security
- Computer Studies
- Criminal Justice
- Economics
- Electronic and Computer Technology
- Fire Protection Technology
- Hospitality
- Paralegal Studies
- Pluralism and Diversity

A variety of degrees and certificates are offered, some geared for those seeking immediate employment and others designed to allow students to transfer to four-year institutions. In addition to classroom space, many programs require laboratory space, computer labs and specialized equipment that is often expensive. The ability to purchase and upgrade this equipment on a regular basis is vital to the success of these programs, some of which do not typically have high enrollments. Nevertheless, as a community college, it is important that we offer these small programs in order to meet the needs of these students and local employers. These smaller areas in particular will be concentrating on retention, recruitment and developing relationships with employers using advisory committee input and survey feedback. Recruitment events and visits to high schools are being planned on a regular basis, and a division-specific marketing plan would be very helpful in raising awareness in the community regarding both the breadth and quality of our programs.

Over the next five years, the division hopes to hire new faculty in both larger disciplines such as Criminal Justice and PDA, and in smaller programs such as Hospitality. A high full-time to part-time faculty ratio increases student engagement and success. The rapport between students and full time faculty in both larger and smaller programs is one of the strengths of the Business and Technology Division, and faculty take great pride in getting to know their students as individuals.

The technical disciplines are planning to upgrade equipment and revise course offerings in order to keep abreast of changes in technology and the job market. Some funding has become available through departmental budgets and the OURS Consortium, but more funding is needed, particularly in the Automotive Technology area. A concern shared among the computer-related disciplines is the lack of dedicated technical support staff. While the IT department is responsive to requests, a dedicated technical support person would provide better service to faculty and students regarding lab setup, testing and maintenance, and would also allow for open lab hours where students could practice and obtain assistance. A return to this former arrangement would be of great benefit to the computer disciplines, and would allow for smoother operation and better student satisfaction.

All program areas are working to strengthen articulation agreements to provide a more seamless transfer experience for students whose goal is to further their formal education, and to schedule courses days, weekends, evenings and online, in order to meet the needs of our diverse student body, many of whom juggle work, family and school responsibilities.

The PDA discipline is working to revise its PDA 101 course to emphasize the development of critical thinking skills. Discipline-specific PDA courses, such as those in Business and Criminal Justice, focus on aspects of diversity that students will need to understand and appreciate in order to succeed in the workplace.

The relationship between the Department Chairs and Center for Personal & Professional Development staff has greatly improved, and we are working together to ensure that our offerings are complementary rather than competitive.

In response to employment trends and student interest, new programs are being developed in several areas, including Technology Studies, Sports Management, CyberSecurity, and International Business

The Business and Information Technology Division is committed to providing students with a relevant and first-rate education, not only providing them with the skills needed to succeed in today's job market, but also fostering a lifelong commitment to learning and the ability to continually adapt to changes in technology.

Division of Business and Information Technology

## Department: Auto Technology

The AAS Automotive Technology program has been designed to provide students with the necessary skills to diagnose and repair today's high-tech computer controlled vehicles. Students gain hands-on experience in a large well-equipped lab using computer-based diagnostic and repair equipment that is used by independent repair shops and dealerships. The program stresses basic theory through advanced technological developments. Students learn underlying theoretical concepts and also gain hands-on experience with equipment such as OBD II scan tools, Fluke digital lab scopes, computerized four-wheel alignment equipment, brake lathes (both on-the-car disc brake and bench-mounted disc/drum lathes), emission analyzer, as well as the Alldata automotive/truck repair database. The field of automotive technology is rapidly advancing and the SUNY RCC Automotive Technology program will change to meet the needs of the industry. All automotive courses are taught by instructors who are ASE certified and have years of experience in the automotive field.

**The vision for your division/program over the next 5 years:**

- Build a state of the art Transportation Technology Program offering an AAS degree and Non-degree program in a new Transportation Center on the main campus
- Carry on Transportation Research (more money in research than education) which would provide our students with training for the future as well as present technology
- To become the only east coast Transportation Technology Program. This would place RCC Students in jobs that are now filled by colleges in the Midwest (NJ Transit which has repair centers are located in Rockland County is the third largest US Transit Company).
- To provide well trained technicians to the transportation industry.

**The goals you would set to help you reach the vision:**

2010 – 2011 Provide more industry rewards for top students

Provide Auto AAS Degree students state of the art training

Develop non-degree automotive program

Develop credit certificate in Auto Tech

Seamless transfer to four year colleges

2010 – 2011 Full-time Staff (NATEF Certification)

Require all students to have their own tool boxes

| | |
|---|---|
| | Increase partnerships within the county |
| 2011 -2012 | Offer state-of-the-art trained Auto Techs to the community |
| | Develop a Transportation Technology AAS Degree |
| | Offer Transit bus and rail training |
| | Offer a four-year Transportation Business Management Program at RCC through a four year college |
| | Develop a Transportation Research Program |
| 2012 – 2013 | Hire full-time staff |
| | Build a new state-of-the-art Transportation Technology Center which is energy efficient with wind mills and solar panels on the main campus |
| | Start a Motorcycle/Small Engines non-degree program |
| | Upgrade curriculum for the Technology Program |
| 2013 – 2014 | Award for outstanding Automotive Program from ASE and the American Industry Council |
| | Develop Truck and Heavy Equipment AAS Degree |
| 2014 – 2015 | Develop an Alternate Energy AAS Degree |
| | Develop and build alternate fuel research vehicles |
| | Host National Conference on future vehicles |

**Actions (Objectives/Outcomes Expected)**

- Increase enrollment by 20% per year through good marketing and recruiting efforts
- Reach out to higher levels
- Increase program retention by 10% per year by offering student support services
- Develop an Advisory Board for Transportation Technology Program that is progressive
- Pursue grants for Transportation Research
- Pursue funding for Transportation Center
- Pursue funding for equipment
- Require students to purchase their own tool boxes
- Regain NATEF Certification
- Offer hybrid courses (hands on in the lab; theory online)

- Develop plan for ongoing equipment upgrade
- Provide special support for students in the areas of math, communication skills and English
- Provide more rewards for top students
- Hire full-time bilingual instructor
- Increase retention of Haitian and Spanish speaking students
- Increase retention in Auto Tech courses, especially AUT 101 by 10% a year by decreasing student incomplete grades and failure rates
- Pursue articulation agreement with at least one other four-year school for seamless transfer for students
- Start curriculum develop process as outlined in five year goals
- Establish a partnership with Rockland County BOCES

Division of Business and Information Technology

## Department: Business

The Business discipline has designed curricula to meet the needs of all types of students: those seeking the skills for immediate employment; those who want to earn an associate degree and transfer to a baccalaureate program; those who have work experience but want to take courses to advance their careers; and those who are seeking preparation for a second career. Business students choose among course offerings in accounting, advertising, banking, finance, international business, management, marketing, office technologies, paralegal studies and e-commerce.

**The vision for your division/program over the next 5 years:**

- The Business Department will offer an outstanding education to students, with schedules that meet their needs and provide them with opportunities for seamless transfer and/or immediate employment
- The Business Department will work with continuing education staff to become the first place local businesses turn to when seeking quality, affordable training for employees.
- Business programs will be marketed on the college website and in other media
- Information will be easily accessible via the college website by current and prospective students.
- Low-enrolled programs (Bookkeeping and Office Technologies) will be revised or discontinued as appropriate
- High school students will earn credit for business courses
- Business students will develop a global perspective
- Provide the College with its first fully online degree

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010 -2011 | Business students will have available to them a variety of transfer opportunities, including 3+1 programs, articulation agreements, and scholarships |
| | Business students will be provided with excellent advisement that takes into account their needs and goals |
| | Business Honors students will be provided with excellent mentoring to help them achieve their goals |
| 2011 – 2013 | Business degrees will be offered fully online and on campus. |
| | Business students will have access to course content via iTunes University |
| | Alpha Beta Gamma students will have better opportunities for scholarships |

| | |
|---|---|
| | Business adjuncts will be provided with training in pedagogy<br>The persistence rate for Business students will increase |
| 2011 – 2013 | The process by which business students demonstrate their keyboarding skills will be clear to faculty, students, and advisors, and will be more manageable for the business chair |
| | Business curriculum will be aligned with that of four year schools, particularly with the schools to which our students most often transfer |
| 2011 - 2014 | The college website, and business pages in particular, will become an up-to-date source of information for students, parents, community members and businesses |
| | Differences between the A.S. and the A.A.S. degrees in Business Administration will be clear to current and prospective students, advisors and faculty as they plan their course of study so that students may plan accordingly |
| 2012 – 2014 | OFT courses will be reviewed, and where appropriate, offered as BUS courses rather than OFT |
| 2013 – 2015 | The Bookkeeping program will be discontinued and students will be referred into accounting courses or to CPPD as appropriate |
| | The college will work with local high schools to determine whether it would be appropriate to offer more business courses and/or award college credit for high school business courses |
| 2013 – 2015 | Business students will interact with students in other countries via the Internet |

**Action (Objectives/Outcomes Expected)**

- The college will develop articulation agreements that will allow students to transfer seamlessly and maximize their transfer credits. This will include 3 + 1 agreements, 2 + 2 agreements and 2 + 3 agreements leading to an MBA
- Business faculty will serve as mentors to honors students majoring in business, and will provide the same quality of mentoring as is provided by current MTS mentors. Mentor training workshops will be provided
- Accounting faculty will solicit feedback from students regarding their difficulty in completing ACC 101. The Tutoring Center will make sure that there are sufficient accounting tutors available at varying times during the week and on weekends. Online delivery of tutoring will be examined. Faculty will encourage student study groups
- Prerequisites will be examined and adjusted if necessary
- Business advisees will be assigned to faculty according to major (accounting, entrepreneurship, etc.) rather than randomly as is current practice. Business faculty will

be made aware of transfer opportunities so they can provide excellent advisement to students

- Business adjuncts with professional experience, but without teaching experience, will be provided with mentoring and workshops in order to develop their teaching skills
- Differences between the purposes of business degree and certificate requirements and purposes will be made clear to incoming students via publications and to current students via advisement.
- The OFT 912 keyboarding class and testing procedure will be redesigned so that it is clear to students and is more manageable for faculty. Students sometimes wait until the last minute in their final semester to test out, after the deadline has passed, and this causes them problems when they are unable to graduate. Students are unclear regarding whether they have to register for the class, or simply test out without registering
- Business curriculum will be updated, as far as possible in alignment with four-year schools, particularly as regards course content and selection of courses to ensure maximum transferability
- OFT courses will be converted to BUS courses as appropriate
- The business department web pages will be updated to include a wealth of information regarding course content, transfer opportunities and other links of interest of current and prospective business students
- Business faculty will develop relationships with faculty in other countries in order to connect their courses online to provide students with opportunities for mutual intercultural exchange
- College personnel will work within the RCC in the High Schools program in order to offer business courses as appropriate, ensuring that standards are the same for high school courses as for on-campus courses
- Increased retention in ACC 101 by 10% a year by working with academic support services
- To design and implement a plan to upgrade and maintain technology equipment
- To make sure that academic support services (Tutoring Center) have adequate Accounting tutors
- Increase evening and weekend course offerings in order to better meet the needs of our non-traditional students
- Offer 1$^{st}$ fully on-line degree program at RCC by the fall of 2010
- Collaborate with Institutional Research in the design and implementation of student surveys in order to better determine student goals, reason for exiting college, and graduation data & employment

Division of Business and Information Technology

## Department: Computer Assisted Design (CAD)

The Computer-Assisted Design program teaches students how to use modern software to create drawings on the computer. Courses offered include two and three dimensional drafting, architectural drafting, landscape drafting, solid modeling and 3D animation and rendering. Courses are appropriate for students wishing to enter these fields, as well as professionals who wish to update their skills.

**The vision for your division/program over the next 5 years:**

- To grow the Computer Aided Design area into a better and more visible certificate program
- Provide graduates the up-to-date skills and knowledge required for the job market
- Keeping current will serve community needs and therefore should attract new students and individuals looking to be retrained
- The creation of a course using the application Maya will help immensely
- To design and implement a digital media studies degree which will combine art, communication media arts and CAD
- Better transferability for our students in the CAD certificate program

**The goals you would set to help you reach the vision:**

2010 – 2011 Develop courses using Maya animation software. This software is used in industry, and operates both on the PC and the Mac. Although the lab facility uses PC's the ability to run the software on the Mac should make the courses more attractive to art students. A student version of the Maya software is also available from the vendor at no charge, enabling students to work at home

2011 – 2012 Revise certificate requirements to incorporate state of the art new courses

Create a business/social networking site to communicate with graduates

2012 – 2013 Work with the Art department to develop a Digital Media Studies degree combining Art and CAD

2012 – 2015 Develop recruitment materials which will better advertise the program

Liaison with CPPD to offer training in CAD to businesses

Continue to work on maintaining and upgrading the program so that students are provided with industry required skills and training, and ensure that the program is aligned with student goals regarding both employment and transfer

2012 – 2015 Ensure that courses meet industry needs

Assure that Rockland's program and equipment are competitive with those of local high schools who teach CAD

**Actions (Objectives/Outcomes Expected)**

- Create a web site/online gallery highlighting student work
- Developing the CAD program during the 2009-2010 academic year to better meet the needs of our students
- Develop articulation agreements with four year colleges that offer degrees in computer animation
- Other community colleges with similar programs will be benchmarked as part of the development of the program at RCC
- Work with local professional organizations to ensure that drafting courses are providing students with the proper skills and are using appropriate software
- Advisory committee members with expertise and experience in the area of computer animation will be added, as this area is currently not represented
- Seek grant funding for a 3D printer, similar to what is available at local high schools.
- A course in SolidWorks is planned for summer 2009 through CPPD which will be attended by CAD instructors
- CAD faculty will work with Campus Communications staff to design a brochure for marketing and communication purposes
- Faculty will visit local high schools to speak with students regarding the program. The brochure will be developed during the 2009-2010 academic year, and high school visits will be done yearly in the Spring
- A plan for new software subscriptions and upgrades will be designed and implemented over the next five years
- Increase enrollment in the CAD program by 20% a year over the next five years
- Increase retention by 10% a year by better meeting the needs of our students and upgrading the current program
- Collaborate with Communication Media Arts and Art Departments in offering better graphics design and communication

Division of Business and Information Technology

## Department: Computer Networking / Cyber Security

The Computer Networking / Cyber Security program is designed to provide students with entry-level skills in the field of Computer Network Administration, along with a foundation in more advanced areas of Information Technology. A Network Administrator's day-to-day responsibilities can include creation and maintenance of user and group accounts, setup and maintenance of print queues and print servers, system security and system backups.

**The vision for your division/program over the next 5 years:**

To increase enrollment and make the Computer Networking / Cyber Security program a better and more visible one. This will be accomplished by providing graduates with the up-to-date skills, training, and knowledge required for the job market. Keeping current will serve community needs and therefore should attract new students and individuals looking to be retrained. The addition of the newly approved Information Security Management degree, the Information Assurance certificate, and the Voice Over IP (VoIP) course will be one way of growing enrollment, both for the College and the department.

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010 – 2012 | To better market the CNSS certificate |
| | Work on creating a business/social networking site to communicate with graduates as well as create a web presence. This will also help with general outreach |
| | Create a Medical Informatics Technology degree program |
| 2010 – 2011 | Add more RAM to the computers in the CNE (8374) classroom |
| 2011 – 2014 | Continue to work on implementing the VoIP class |
| | Continue to work with the Business department on implementing the Information Security Management program |
| 2010 – 2015 | Continue to work on implementing the Information Assurance certificate |
| | Collaborate with the Consortium as well as CPPD |

**Actions (Objectives/Outcomes Expected)**

- Increase enrollment by 20% a year with good marketing. A more visible presence on the web, especially in light of the new CNSS certification, the new degree and certificate program, and the VoIP class.
- Work with the Tutoring Center on the English and math requirements which will help to make a greater impact on retention.
- Design a plan to keep our software, hardware, and skills up to date.
- Work on interdisciplinary collaboration with the Business and Criminal Justice departments
- Work more closely with the Advisory Board to make sure we are in line with industry requirements and needs
- Collaborate with CPPD in non-credit offerings, workshops, and community need
- Offer online cyber ethics course
- Re-name CNE 130 Networking Security to Introduction to Cyber Security
- Add CSP 106 Information Literacy to SUNY Gen. Ed. list of courses
- Increase CSP course retention rates by 10% a year over the next five years by offering more student support services, upgrading current software, and upgrading the degree
- Benchmark two other successful two-year Computer Networking / Cyber Security Degree programs in order to better upgrade the program at RCC

Division of Business and Information Technology

## Department: Computer Studies

The field of Computer Studies is a broad and expanding one. The primary focus of the discipline is the application of information technology in a variety of settings. Areas of study include: business productivity software, PC support, operating systems, computer architecture, program development, systems analysis and design, the Internet and web development.

**The vision for your division/program over the next 5 years:**

Our vision is for increased enrollment in all areas of the Computer Studies department. This will be accomplished by providing graduates with the up-to-date skills, training, and knowledge required for the job market. Keeping current will serve community needs and therefore should attract new students and individuals looking to be retrained.

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2009 – 2011 | Work on creating a business/social networking site to communicate with graduates as well as create a web presence |
| 2010 – 2012 | Based on the outcomes of the fall 2008 CSP/CNE Advisory Board meeting upgrade and modify the Computer Certificate so as to attract more students. |
| 2011 – 2013 | Work with CPPD to offer training and transition that training into credit toward the degree and certificate programs |
| 2010 – 2011 | Add more RAM to the computers in the CSP classrooms as well as increasing current lab facilities |
| 2013 – 2015 | Improve relationship with local employers in order to better offer retooling of skills as well as internships for students |

**Actions (Objectives/Outcomes Expected)**

- Increase enrollment by 20% a year over the next five years with good marketing, a more visible presence on the web, upgraded software and equipment and better curriculum design
- Work with the Tutoring Center on the math requirements which will help increase student skill and thus increase retention
- Benchmark other Computer Studies programs @ SUNY Community Colleges for new ideas and strategies in updating the current Computer Studies Program
- Put together a departmental plan that will keep our hardware and skills up to date
- Work more closely with the Advisory Board to make sure we are in line with industry requirements and upgrade curriculum and courses accordingly

- Collaborate with CPPD in investigating community need within computer studies and
- Collaborate with credit and non-credit offerings
- Investigate the need within the community for a Computer Studies Degree
- Increase retention in CSP courses through better student support services, upgrading software, and upgrading course content

Division of Business and Information Technology

## Department: Criminal Justice

The Criminal Justice program provides instruction in areas of law enforcement, security and rehabilitative services. Topics include the functions of police, courts and correctional programs; protection management; and crime prevention. A focus on law enforcement can prepare students for employment in federal, state or local law enforcement. Graduates can work in areas as varied as criminal investigation, border control, or environmental protection.

**The vision for your division/program over the next 5 years:**

- Continue the growth of student enrollment
- Offer all current and new criminal justice course offerings online to expand its appeal and increase our student population
- Develop new articulation agreements and strengthen existing agreements.
- As the 21st century emerges keep abreast of new trends and challenges that develop to help our course offering relative to today's world
- Never forget that we are here for the students to help prepare them for their future so our primary mission is their success

**The goals you would set to help you reach the vision:**

2010 – 2012 Develop online courses for CRJ

Hire new Faculty

Continue to increase enrollment, retention and graduation rates

Continue to review flexible class scheduling

2012 – 2013 Reestablish study abroad program

2013 – 2014 Develop partnership with high schools to recruit new students

Continue to improve the ratio of FT/PT faculty

Continue to integrate adjunct faculty into campus life

Pursue alternative funding reserves to supplement traditional resources

**Actions (Objectives/Outcomes Expected)**

- Hire a new full time faculty member within the next 2 years
- Initiate the development of Criminal Justice online courses within the next year
- Develop new articulation agreements and strengthen those that are currently in place
- Continue retention efforts and graduation rates, although they are good now we need to keep them there
- Develop additional support for our advisory board
- Academic Support Services for students with weak writing skills
- Collaborate with the Department of Foreign Languages and encourage students who enter the Criminal Justice program to become bilingual
- Market the program to non-traditional and minority students
- Investigate the potential for an emphasis in forensics within the Criminal Justice degree offerings; or, as a certificate through CPPD
- Provide student support to increase completion rates in CRJ 101 and to ultimately lower the number of incomplete grades currently issued in that course

Division of Business and Information Technology

## Department: Electronics (ELT)

**The vision for your division/program over the next 5 years:**

To increase enrollment and make the Electronic and Computer Technology certificate program a better and more visible one. This will be accomplished by providing graduates with the up-to-date skills, training, and knowledge required for the job market. Keeping current will serve community needs and therefore should attract new students and individuals looking to be retrained. Try to develop relationships with local employers (Orange and Rockland, etc.) similar to that at Wyeth.

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2009 – 2011 | Create a business/social networking site to communicate with graduates, and seek feedback regarding the effectiveness of the program and industry needs |
| | Create a web presence to be used for recruitment |
| 2010 – 2015 | Increase enrollment and retention over the next 5 years |
| 2010 – 2013 | Collaborate with other local community colleges to create and offer programs needed by the energy industry (electric power generation, transmission and distribution) |
| | Update the ELT curriculum to include robotics and programmable logic devices |
| | Investigate a Bio Medical concentration within the current ELT program |
| 2010 – 2013 | Make ELT courses available and attractive to the larger college community |
| 2011 – 2013 | Work with CPPD to offer training and transition that training into the credit certificate program. |
| 2011 – 2014 | Develop better relationships with local employers and offer retooling courses |

**Actions (Objectives/Outcomes Expected)**

- Design and send out surveys every three years to determine industry need and student satisfaction
- Submit ELT 101 for approval as a Gen Ed Science elective
- Update the ELT web pages to reflect the current state of the program and highlight new courses
- Collaborate with WCC and the Energy Corporation to train students for anticipated openings at Indian Point and other industry employers

- Equipment will be ordered and courses will be developed during the 2009-2010 academic year. ELT faculty will attend a robotics training course during Summer 2009. Courses will be offered for Spring 2010
- Collaboration with CPPD to offer a "Train the Trainer" course relating to installation of photo voltaic systems which will be offered to all program faculty
- CPPD and ELT will continue to meet with representatives from local employers and seek to develop training in order to meet their needs
- Expand membership of the ELT Advisory Committee to include more local employers. New members will be added and each year the composition of the committee will be re-evaluated
- Hold recruiting events at local high schools and BOCES. A representative of the program will work with admissions personnel to schedule visits
- Plan recruitment events at the college to highlight the program
- Host a robotics competition at the college for high school students
- Market the program through collaboration with the Office of Campus Communications
- Upgrade technology and computer labs to meet the needs of new curriculum changes
- Benchmark at least 2 other successful two-year ELT programs to gain ideas for program growth and development
- Increase enrollment within the degree and certificate program by 20% a year over the next five years
- Increase retention in ELT courses by 10% a year over the next five years through better student advising, support services, and internal course upgrades

Division of Business and Information Technology

## Department: Fire Protection Technology

Today the field of Fire and Emergency Service is in a state of evolution and re-development with the creation of the Department of Homeland Security. New career opportunities will be created providing a unique opportunity to the Fire Protection Technology student. The study of fire protection technology is multifaceted. It involves the study of the complete fire protection system, including fire department resources, private resources and system, chemistry and physics of fire safety, fire department management, emergency management, the legal environment, and fire protection.

**The vision for your division/program over the next 5 years:**

- To continue the growth of the student base by hiring new faculty, creating all current and new Fire Protection Technology course offerings online to expand its appeal and increase our student population
- Develop new articulation agreements and strengthen existing agreements
- Reach out to minority communities to encourage interest in the FIRE program
- Explore the possible development of a Leadership and Command Certificate. (credit or non-credit)
- Explore expanding course offerings into Introduction to Emergency Management and Critical Incident Response by collaborating with the County Fire Service in Pomona
- As the 21st century emerges keep abreast of new trends and challenges that develop to help our course offerings relative to today's world

**The goals you would set to help you reach the vision:**

2010 – 2011 Continue to develop new online courses

Reach out to non-traditional populations

2011 – 2012 Leadership and Command Certificate

Explore a course schedule more conducive to a non-traditional student

Explore collaboration opportunities with County Fire Training Center

Develop partnership with high schools to recruit new students

Hire new full-time faculty if justified based on enrollment

2013 – 2014 Continue to develop out of county relationships with Orange, Ulster, Sullivan County NY and Bergen County NJ Fire Training Centers

2013 -2015 Offer other non-credit training opportunities for fire fighters in the field

**Actions (Objectives/Outcomes Expected)**

- Hire one new full time faculty member
- Develop more Fire Protection Technology online courses
- Reach out to minority communities by developing partnerships with high schools in those districts to recruit students
- Develop new articulation agreements and strengthen those that are currently in place
- Develop additional support and better utilization of our advisory board
- Pilot courses with a focus on leadership and command and at the Rockland County Fire Training Center to gauge interest in a future leadership and command certificate (either credit or non-credit)
- Set up a recruiting plan to enroll more female students and minorities
- Target market high schools for recruitment since 94% of all students in the program are 22 years old or younger
- Increase retention by setting up tutoring opportunities for those students who are academically challenged and working with academic support services
- Increase enrollment each year by 10% through a collaborative marketing plan and reaching out to the local Fire community

Division of Business and Information Technology

## Department: Hospitality and Tourism

The Hospitality and Tourism program is for the student interested in food service management, or travel and tourism. Students should enjoy working with people, solving problems and providing quality service. Graduates may transfer to baccalaureate program in Food Service Management, Hospitality, Hotel Management and/or Travel and Tourism.
They may also seek employment in restaurants, fast-food establishments, catering facilities, health care institutions, or hotels.

**The vision for your division/program over the next 5 years:**

- Continue to make the Hospitality program the best in the area and to teach the appropriate skills and knowledge to meet industry needs.
- Assure that graduates of the degree and certificate programs will understand that sanitation and safety standards must be upheld in order to guarantee a safe food supply.

**The goals you would set to help you reach the vision:**

2010 – 2012 Hire full-time faculty

Make sure students who earn the AAS degree or Culinary Certificate are ready for the workplace

Make sure students who wish to transfer are ready

Upgrade curriculum to meet industry needs

2012 – 2014 Work with the advisory board to assure industry needs

Keep kitchen current

2013 – 2015 Develop articulation agreements for transfer to four-year colleges

Offer additional sections of Hospitality courses

**Actions (Objectives/Outcomes Expected)**

- Hire a full time tenure track faculty member in HOS/Culinary Arts
- Continue to increase enrollment by 3% a year through marketing and recruitment efforts
- Make better use of the current Advisory Board
- Continue to partner with CPPD on ServSafe Training
- Increase funding stream potential for continued growth of the program

- Increase the use of the tutorial services
- Better compensate faculty and staff who work special non-campus events on Saturdays, Sundays and evenings
- Develop a math support module to help students in measurements and costing
- Design and implement a plan to update computer systems and software
- Collaborate with the Department of Foreign Languages in the offering of bilingual opportunities for students in the program
- Purchase Kosher equipment to serve the Jewish population
- Develop a marketing plan and brochure to target high school students as well as non-traditional population
- Work with CPPD in non-credit offerings with Hospitality; consider sanitation and safety standards emphasis

Division of Business and Computer Technology

**Department: Paralegal Studies**

According to the American Bar Association, "a legal assistant, or paralegal, is a person, qualified by education, training or work experience, who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which the lawyer is responsible."

Paralegals do a great variety of tasks since they work in so many different areas of law. Areas of law include litigation, family law, real estate, criminal law, corporations and partnerships, bankruptcy, environmental law, intellectual property, among many others. Examples of some paralegal responsibilities include interviewing clients and witnesses, preparing legal documentation, assisting at trials, investigation and performing legal research.

**The vision for your division/program over the next 5 years:**

- Continue to grow this very successful American Bar Association approved Paralegal Studies program. This will be accomplished through more effective marketing to both the traditional high school population as well as the nontraditional adult population
- Better service the Paralegal Studies student population through an effective job placement service and providing extensive extracurricular activities
- Explore a possible honors component, as well as the possibility of a Legal Nurse Consultant Certificate

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010 -2011 | Hire additional full time paralegal faculty |
| | Hire a part time paralegal-specific placement assistant |
| | Increase paralegal admissions |
| 2011 – 2012 | Explore a possible honors component |
| | Explore a possible Legal Nurse Consultant program |
| 2012 – 2013 | Possibly offer a Legal Nurse Consultant program |
| 2013 – 2015 | Possibly combine with the Criminal Justice program to form a Justice Studies program |

**Actions (Objectives/Outcomes Expected)**

- Hire a full-time paralegal instructor in order to better meet the needs of the students during evenings and weekends since a large percentage of program enrollment is nights and weekends
- Hire a part-time paralegal job placement assistant
- Increase enrollment each year by recruiting more non-traditional students and marketing that population
- Work with nursing faculty to explore the possibility of offering a Legal Nurse Consulting certificate
- Meet with coordinators of current Honors programs to explore possibly offering a paralegal-specific Honors component
- Meet with Criminal Justice Chair and College administrators to discuss combining programs into a possible “Justice Studies” division.
- Better utilize academic support services for students with weak written communication skills

Division of Business and Information Technology

## Department: Pluralism and Diversity (PDA)

America's demographics are changing rapidly. Students face a future in which they must function in an increasingly diverse and pluralistic society. In response to those changes, all two-year degree programs require students to complete a 3-credit course, PDA 101, or an approved equivalent. PDA 101 and other pluralism courses involve the student in the analysis of acculturation, class, communication, family, gender, heritage, ethnicity, race and stereotyping and lead students to think critically about competing values in our democratic society. Other courses exploring these issues are offered as electives within particular disciplines or as alternatives to the basic PDA course.

**The vision for your division/program over the next 5 years:**

- Consistent outcomes for all PDA courses in all disciplines that will meet the needs of the 21st century and will prepare students to live and work in our increasingly diverse society

**The goals you would set to help you reach the vision:**

2009 – 2011 PDA courses across disciplines will have common outcomes

Faculty teaching PDA will be qualified and exercise a common set of goals and outcomes

Train PDA faculty

2010 – 2012 Access for PDA faculty to Internet links containing articles, videos, and other teaching resources

Share best practices among PDA faculty and to learn from each other's experiences

Offer faculty development workshops, related to diversity, for all college faculty

Utilize the Internet and/or video conferencing to allow students to communicate/collaborate with students in other cultures/regions

2012 – 2013 Collaborate with Multi-Media Productions Department in offering PDA courses on iTunes University

**Actions (Objectives/Outcomes Expected)**

- Collaborate with the current PDA committee in the development of new outcomes, training, and hiring criteria for PDA faculty
- Offer training for current and new PDA faculty to assure that all PDA courses reflect agreed upon goals and outcomes
- Develop a website containing teaching and discussion resources
- Develop iTunes University courses and Internet/video conferencing collaboration
- PDA Chair or a group of interested PDA faculty will work with the Library staff to develop a list of DVDs that will be purchased for use in PDA classes
- Finalize direction for PDA by committee
- Reconvene search committee and continue search begun during the summer of 2008
- Hire new faculty
- Improve courses through outcomes assessment for greater student satisfaction
- Re-evaluate current PDA offerings in relation to meeting student needs, transferability, original intent, individual degree programs, and faculty training

# Division and Program Visions and Objectives

## Division: Humanities, Social and Behavioral Science

**The Humanities, Social and Behavioral Science Division is comprised of eleven departments:**

- Art
- Communication Media Arts
- Education
- English, Philosophy, Religious Studies
- English as a Second Language
- English Skills
- Foreign Languages
- Life Skills
- Performing Arts
- Social and Behavioral Science
- Speech Communication

Students may currently pursue AA degrees in Communication Media Arts, Early Childhood Education, Childhood Education, Adolescent Education, and Performing Arts. A degree in Speech will be an additional offering in Fall 2010, and a Journalism degree is also being planned. The Performing Arts Department is developing a Musical Theatre concentration with the AA degree in Performing Arts and is also exploring an AFA degree.

Since the goal of the Division is to promote a liberal education by engaging students in reading, writing, speaking, creating and thinking, the vision for the next five years emphasizes the critical need of expanding support services for students. To provide our diverse student population with every opportunity for success, the addition of a reading lab and the restructuring of the current Writing Center is an essential part of this vision. Centers for reading and writing are an important retention tool for students in need of assistance in the basic skills. A language lab is also of vital importance to reinforce and strengthen knowledge in the various languages offered.

In order to realize our vision it is necessary that full-time faculty be hired. A full-time English Skills instructor was hired in Fall 2009, and by Fall 2010 a full-time English instructor/Writing Center director will be in place. In many of the Division's departments, the ratio of full-time to part-time faculty is low; in disciplines such as English Skills, Life Skills, Communication Media Arts and Early Childhood Education, only one full-time faculty member serves the students.

Marketing needs to be one of our primary goals. All of our departments should have hard copy brochures for recruitment opportunities, such as College Night and Open House at RCC as well as high school visits. To maximize our ability to reach students, this information should be available online in English and in other languages spoken in the community. Networking with institutions and recruiters abroad is a virtually untapped resource which deserves exploration.

The Humanities Division is committed to the growth of its programs as evidenced by the number of faculty who participate in national conferences, who publish regularly, who develop new courses online and who encourage colleagues in professional development. Because of their dedication to the arts, faculty not only afford students the opportunity to develop their talents but they also enrich the lives of the entire RCC community by offering their expertise at workshops and by bringing nationally recognized artists and lecturers to campus.

Humanities, Social and Behavioral Sciences

## Department: Art

Art students can complete foundation courses in design, drawing, computer graphics, photography and art history. A degree in Fine Arts, Graphic Design/Computer Graphics or Photography equips students to prepare for careers in graphic design, illustration, photography or fine arts. Recent graduates have transferred to professional art schools to specialize in one or more of these fields. Others have found employment in advertising agencies, publishing houses, and design and photography studios. Some students elect to finish a four-year degree in art education. The professional faculty is enhanced by guest lecturers and visiting artists.

**The vision for your division/program over the next 5 years:**

The vision for the Art Department over the next five years is to finally open an art gallery to serve the educational needs of the college at large as well as the cultural needs of Rockland County. The art gallery, which will also be an art museum, the only one in the County, will bring the rich cultural life of the New York City and Hudson Valley region to our students and county residents. To be the best Art Department, we cannot lose sight of the fact that we are training artists. The most important tool of any artist is the brain with its ability to transfer what it sees and what it imagines into a physical form that communicates with others. The "technology" of the brain has not changed with the coming of computers, and an excellent Art Department will offer both the Foundation courses that set a healthy path for a student artist into a variety of second-level programs. The Art Department of five years from now should still have a strong foundation including two- and three- dimensional design, drawing courses, first-level darkroom photography, basic computer art, and a college-level, two semester survey of Art History. The vision for the Art Department also includes the Visual Studies in Art History Honors program, already part of M/TS, and attracting bright new students to art. The final vision is that the Department will remain on top of changing technologies in the field of Graphic Design and Computer Graphics to maintain our standard of excellence as we prepare our students for their future academic and career success.

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010 – 2011 | College Art Gallery |
| 2011 – 2013 | Visual Studies in Art History Honors Program |
| | New paths for Graphic Design/Computer Graphics Degree |
| 2010 – 2015 | Design a technology plan that will continue to enhance and update digital photography and digital graphics if we are going to offer a state-of-the-art program |
| | A marketing plan to promote the program and the art department in general |

**Actions (Objectives/Outcomes Expected) – Art Gallery**

- Designate a space for a long needed Art Gallery
- Organize and implement inaugural exhibit, teaching, events and internship program for art gallery
- Develop foundation proposals for funding gallery activities and sponsorship form solicit local business and corporations
- Arrange loans and gifts of works of art known artists and patrons
- Collaborate with Campus Communications in the design of marketing brochures that emphasize the accomplishments of the students and the faculty
- Create a Friends of the RCC Art Gallery volunteer corps in the community
- Plan and furnish and equip appropriate space for exhibitions and storage in art gallery

**Visual Studies Honors Program**

- Develop funding proposals to support Visual Studies in Art History Honors Program
- Pursue articulation agreements with 4 year transfer schools;
- Work with art gallery and local arts organizations to create appropriate internships for art history interns
- Recruit students in local high schools
- Create and distribute flyers and other publicity materials in an effort to better educate the community about the program
- Announce and publicize programs at all relevant venues

**Computer Graphics/Graphic Design Degree changes**

- Research and survey of changes in BFA, BA and BS programs in new media, that have changed to adapt to new technology, to determine new transfer expectations
- Create guided paths and programs for our students to meet these expectations and ensure their adequate preparation for academic and career goals
- Develop targeted advisement material outlining the different constellations of courses that are recommended based on the above research
- Develop articulation programs and advisement for students geared to transfer
- Collaborate with CAD and Computer Studies in developing animation and web-based courses
- Create promotional material with a fresh, hip feel for the very bright students who can handle these intellectually demanding fields
- Work with Institutional Research in development of procedures for tracking AAS students' registration patterns and success

**Overall**

- Increase enrollment in the Art Program through better marketing & website design
- Increase retention by 10% a year in both Art & Photography courses and the program itself through academic support services for students
- Release time for research and implementation of needed changes in Graphic Design/Computer Graphics Degree
- An Art Gallery and Art Gallery Director are needed

Humanities, Social and Behavioral Sciences

## Department: Communication Media Arts

**The vision for your division/program over the next 5 years:**

Communication Media Arts is an integrated, multimedia academic program that approaches digital, multimedia, information age technologies in terms of cultural history. As a Liberal Arts program, Communication Media Arts is uniquely able to offer hands-on production courses in the context of critical thinking, historical awareness and cultural diversity. The growth and development of the Communication Media Arts program at SUNY Rockland is part of a practical vision of how communication, media and the arts function in a mass-mediated world.

**The goals you would set to help you reach the vision:**

2010 – 2012 Convert TV studio/smart classroom spaces

2010 – 2012 Convert TV studio/smart classroom spaces

Revise digital media courses

2012 – 2013 Upgrade Curriculum and add new courses

2013 – 2015 Evaluate 2010-2012 work and continue accordingly

**Actions (Objectives/Outcomes Expected)**

- Create a new Communication Media Arts budget based on FTE numbers
- Begin a pilot project to include construction work in TV studio/smart classroom
- Investigate release time for revision of current courses and development of new courses.
- Hire one new full-time faculty member
- Submit a plan to update Communication Media Arts teaching stations from analog to digital
- Increase enrollment by targeting high school students since 90% of the students in the program are under 22 years of age
- Develop & offer blended distance learning courses over the next 5 years.

Humanities, Social and Behavioral Sciences

## Department: Teacher Education

The Early Childhood Development Certificate of training is especially designed to provide those who are planning to work in Early Childhood settings (such as Head Start, Pre-K programs, nursery schools and childcare centers) with an overview of developmentally appropriate practices necessary for effective work with young children. Courses in child development theory, curriculum planning, program management and fieldwork experiences are required.

The Associate of Arts degree in Liberal Arts and Sciences: Humanities and Social Sciences/Early Childhood/Childhood/ or Adolescent Teacher Education programs are especially designed for those students interested in transferring to four-year programs leading to teacher certification. Students begin both their required Liberal Arts core sequence, their major concentration, two semesters of foreign language, as well as some pre-service professional education courses here at SUNY Rockland. Under the "Extending the Bridge" project we have developed articulation partnerships with six regional colleges to assist in the recruitment and transfer of our diverse pool of teacher candidates.

**The vision for your division/program over the next 5 years:**

To provide students with engaging, interactive and challenging Teacher Education coursework which fosters well developed communication skills, mastery of the Liberal Arts content, and high quality fieldwork experiences connected to the Pre-K through Grade 12 professional education community. To provide high quality Early Childhood training for students wishing to fill the growing need for well educated childcare providers nationwide. To also fully prepare students for seamless transfer to four year institutions offering courses leading to NYS teacher certification. To continue to develop the RCC Teacher Education Programs as exemplar leaders and collaborative partners in higher education. And finally to continue serving the educational needs of students, the economic needs of the community, and the higher ideals of humanity on behalf of children and families.

**The goals you would set to help you reach the vision:**

2009 – 2011 Complete logistics of new Campus Childcare/RCC Teacher Ed. Lab School (i.e. equip classrooms, observation spaces, and playgrounds)

2010 – 2015 Continue to enhance student learning through revision of courses, new classroom technology applications, and reinforcement strategies and new, support modules for the development of high quality writing and oral communication skills needed as effective teachers in the 21st century

Continue to seek and refine articulation agreements both regionally and throughout the SUNY Teacher Ed. Programs

Collaborate with other Liberal Arts Departments regarding interdisciplinary course design, and more student friendly class scheduling (ie Math for educators)

Expand collaboration efforts with professional and community partners invested in teacher and child education.

Continue the FIPSE grant goals of providing pathways and services to adults in career transition seeking to become teachers.

Continue to seek professional development in the areas of technology, the latest Brain Research implications, and new interactive and constructivist strategies for facilitating and supporting student success.

Meet the tremendous need for 21st Century Math, Science and Foreign Language, Special Education and Technical teachers by fostering innovative two and four year institutional collaborations, new grant funding, and Pre-K-Grade 12 collaborative community connections.

**Actions (objectives; outcomes expected)**

- Work with the English Skills Department to design an "Effective Writing Reinforcement Modules" to be imbedded in all Teacher Ed/Early Childhood courses
- Coordinate with the Tutoring Services to insure students access to Mastery Learning self-paced grammar and spelling reinforcement modules
- Offer training to the Teacher Ed. adjuncts to assist them in effectively mentoring the new communication skills modules to be embedded in the writing intensive Teacher Ed. Courses
- Seek approval from the Curriculum Committee to offer faculty 4 contact hours (instead of 3) for the writing intensive courses of SOC 144 - -Foundations of Ed., PSY 145 - - Introduction to Teaching, and PSY 150 - -Applied Child Development I
- Faculty release time approval to design the modules and rewrite the course assignments using Literacy Rubrics for outcomes assessment
- Seek additional faculty training opportunities regarding the expanded use of technology in the classroom

**Articulation Agreements**:

- Continue to collaborations to negotiate articulation agreement details (preferably in person) with regional colleges such as St. Thomas Aquinas College, Nyack College, Ramapo College, Pace University, Mercy College, Mount St. Mary's, and Fordham University in Westchester
- Continue to work out details of the SUNY Teacher Education Template

- Revise the course project assignments for PSY 212 Child Psychology and SOC 144 Foundations of Ed. to meet the SUNY transfer requirements of some of the 4 year SUNY schools such as Oneonta and Cortland
- Continue to meet and communicate on a regular basis with Chairs of other Disciplines to discuss interdisciplinary offerings, and compatible course scheduling
- Collaborate with Campus Communication to market the program with updated brochures and information on the website

**Community and Professional Partner Collaboration**:

- Set up networking meetings and on site visitations with the administrators and teachers in the regional Pre-K -12 schools. Recruit more outside professionals to the RCC Teacher Ed. Advisory Board

Division of Humanities, Social and Behavioral Sciences

## Department of English, Philosophy and Religious Studies

**English**
Instruction in English focuses on clear communication in all types of writing, an activity sustained through insightful reading of both nonfiction and imaginative literature. College level competency in reading and writing is an essential element of critical and creative thinking. Studies in English include an appreciation of the literary and fine arts. To develop these reading, writing and thinking skills and to ensure college level literacy, a six-credit sequence in composition is required of all liberal arts students.

**Philosophy and Religious Studies**
Philosophy examines and develops perspectives on the nature of the universe, self and society. Philosophy re-awakens and broadens one's interest in the fundamental questions and mysteries which have always gripped the human mind. Philosophy provides critical approaches to the values and ethics by which people live and which account for cultural diversity. Ethics courses examine our morals and the life altering choices we make in our lives in such areas as healthcare and business. Courses in religious studies explore the primordial aspirations of humanity and the traditions, cultures and comprehensive world views that these aspirations have produced.

**The vision for your division/program over the next 5 years:**

The overarching vision for the English, Philosophy and Religious Studies Department is to promote student success in academic writing, to enhance critical thinking skills, and to engage students in the fundamental questions of life. The vision is also to make Philosophy and Religious Studies an integral part of the liberal arts curriculum.

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010-2011 | Establish a system of supervision over the quality of instruction in the classroom and online |
| | Offer faculty development for adjuncts |
| 2011-2015 | Provide research support to students in ENG 101 |
| | Enhance the visibility of Philosophy and Religious Studies |
| | Increase awareness of Philosophy and Religious Studies courses |
| | Foster scholarly dialogue among faculty and students |

**Actions (Objectives/Outcomes Expected)**

- Hire a composition director who is responsible for the training of adjunct faculty and for establishing on-going instructional supervision of courses in the classroom and online
- Promote excellence of teaching for all faculty, including adjuncts
- Create a research module for ENG 101 in collaboration with the Writing Center and the Library
- Hire a full-time Philosophy instructor
- Reinstate Philosophy courses to the M/TS Honors Program
- Create a brochure for Philosophy and Religious Studies
- Restore the Philosophy Woodhouse lecture series

**Humanities, Social and Behavioral Sciences**

## Department: English as a Second Language (ESL)

**The vision for your division/program over the next 5 years:**
The vision is to create a quality ESL program which will give our students the necessary skills to continue their education in order to function successfully in the English language in the USA. As students mainstream into other College classes they need to be supported in their on-going language learning by professors who are sensitive to their unique challenges.

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010 – 2015 | Offer a cutting-edge ESL program for international students as well as residents in the area |
| 2010 – 2011 | Ensure that ESL students are prepared for mainstream courses |
| | Streamline the schedule and revise assessments |
| | Market ESL Program |
| | Block schedules for all ESL levels |
| | Benchmark other community college ESL programs for successes and failures |
| 2011 – 2012 | Provide faculty workshops to promote understanding of ESL student challenges |
| 2012 – 2013 | Upgrade the curriculum to meet the needs of students |
| 2013 – 2014 | Provide the needed technology for language instruction |

**Actions (Objectives/Outcomes Expected)**

- Increase enrollment through marketing, recruitment, and targeting different populations
- Explore other scheduling possibilities to accommodate more students in the non-English speaking population
- Provide an open computer lab exclusively for ESL students which would serve students throughout the day and evening
- Provide workshops for non-ESL faculty to sensitize them to the needs of ESL students in mainstream classes
- Encourage ESL faculty to attend conferences in their field to keep pace with changing pedagogy
- Explore technology which will benefit ESL students
- Explore the possibility of recruiting students from China

- Continue collaboration with the Tutoring Center, Writing Center and Reading Center as support services for our students
- Continue collaboration Computer Studies, Speech, Social Sciences (History and Psychology), and Science (Biology)
- Explore workforce needs for bilingual speakers and to collaborate with CPPD in providing potential training
- Work with Institutional Research in assessing ESL needs
- Re-evaluate placement procedures and goals within ESL
- Explore e-portfolios as a requirement for all ESL students

Division of Humanities, Social and Behavioral Sciences

## Department: English Skills

Courses in English Skills help students develop the skills they need to succeed in college. Courses in reading, writing grammar, spelling and study skills have been designed to meet the individual needs of the students.

**The vision for your division/program over the next 5 years:**
Our vision in ES is to expand the services for "at risk" students in order to help them to become equipped for the job market, so they can be better informed and able citizens of our county and our country. We must not only expand our services (reading, writing, listening skills), but we must accomplish this by keeping up with technology. For many of our students, graduation may not become a reality; however, we want to academically take these students to their highest potential. The services required are delineated within this master plan in order for us to accomplish our goals and vision. This program can become a model for other colleges if our vision/goals/requests can come to fruition. Of course, our ultimate goal/vision is retention while relieving student frustration.

**The goals you would set to help you reach the vision:**

2010 – 2011 Reading Lab/Dedicated Labs

Counselors assigned to ES/Reading Lab

Full-time faculty members

Provide updated technology (includes software)

Collaboration with Disability Services

2011 – 2012 Market reading lab in community

2012 -2013 Expand course option list

2013 – 2014 Include diagnostic services in Reading lab

2014 – 2015 Institute a listening lab

**Actions (Objectives/Outcomes Expected)**

- Increase retention in our program by at least 10% per year
- Offer more one on one guidance with a counselor or counselors

- Offer expanded services through reading labs, listening labs and writing labs
- Pursue grants for our labs
- Explore options within CPPD with offering the community programs within our lab facilities
- Replace continually outdated technology and order newer software packages that better meet the needs of our students
- Work with the Tutoring Center and create Rx. For ES students who require help
- Update LAPs in order to keep up with internal changes
- Hire full-time faculty to meet the needs of the department as well as the students
- Look at academic support services more closely for at risk students in order to increase academic persistence
- Collaborate with Institutional Research in gathering statistical data that will better help the department in meeting the needs of the students in skills classes

Humanities, Social and Behavioral Sciences

## Department: Foreign Languages

To travel, to work, to live in the global community, today's citizen needs to know the language and culture of more than one country. SUNY Rockland offers its students second-language literacy in American Sign Language, Arabic, Chinese, French, German, Hebrew, Italian, Russian, and Spanish. Students interested in foreign languages often pursue the following degree program: Liberal Arts and Sciences: Humanities and Social Science (AA).

**The vision for your division/program over the next 5 years:**

- Foster more interest in all nine languages
- Establish a dedicated digitized Foreign Language Laboratory
- Implement higher proficiency level courses in the uncommon languages
- Renew interest in Intermediate Russian I and II
- Attract more students from Rockland County Hebrew day schools
- Implement a hybrid study abroad "205 advanced conversation and composition" course
- Implement a Deaf Studies Program

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010 - 2011 | Earmark a space for the lab |
| | Establish a digitized language lab |
| | Develop Deaf Studies Program |
| | Produce Brochure for the department |
| | Create and develop a course for Spanish heritage speakers |
| 2011 – 2013 | Offer services to the community by partnering/linking with Continuing Education non credit courses |
| | Broaden the Foreign Language Department |
| | Implement Intermediate Chinese I |
| | Implement Intermediate Arabic I |
| | Renew Interest in Intermediate Russian |
| 2011 – 2015 | Attract more students from Hebrew Day schools |
| | Develop advanced online courses |

Develop a foreign language film course for students who want credit in the Spanish language and non-language

Transferability of American Sign Language

**Actions (Objectives/Outcomes Expected)**

- Academic support services for students enrolled in courses who do not have a good command of grammar; some cannot read or write
- Offering of : Spanish for Medical Personnel; Law Enforcement; community workers
- Opportunities for bilingual education in collaboration with non-credit as well as the credit departments
- Increase enrollment in Foreign Language courses over the next 5 years
- Increase retention rates in foreign language courses
- Investigate grants to supplement fiscal responsibility
- Consult with Sanako Corp in the design of a language lab
- Purchase a state-of-the-art language lab
- Hire a Director of the Language Lab and hire assistants (preferably multilingual) to monitor the labs
- Collaborate with our Campus Communications office in marketing the program through state of the art brochures written in different languages
- Recruit instructors to develop LAPs for new languages
- Recruit tutors in the Tutoring Center to work specifically with foreign language students
- Collaborate with CPPD to create specific non-credit language courses (business, health, law enforcement etc.)
- Develop a Deaf Studies program
- Work on articulation agreements with four-year colleges to insure seamless transfer of American Sign Language
- Collaborate with Student Academic Support Services in offering more support to Foreign Language students

Humanities, Social and Behavioral Sciences

## Department: Life Skills

Through credit courses in Life Skills, students learn to effectively evaluate their academic and personal strengths, establish goals and plan their future education and careers. These courses meet the needs of students of all ages and at all life stages. Using a variety of self-exploration exercises, adult development theories, written assignments, vocational assessments and research about specific occupations, students learn how their personal characteristics relate to different educational and work environments.

**The vision for your division/program over the next 5 years:**
The vision is to increase enrollment and retention at the college by expanding the LSK Program. The LSK Program is thought of as a "jewel" by those who teach the courses and by the students who have taken the courses. Research points to LSK 203 as a course which has a positive effect on retention. The latest research out of the University of Indiana shows a strong correlation between "student engagement" and retention. 203 is an experiential group process seminar which exemplifies student engagement! LSK 103 helps students sharpen their study skills, note taking and time management skills so that they are more likely to continue their education and graduate!

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010 – 2011 | Change the title of Life Skills |
| | Effectively market LSK to certain target populations |
| | Update the LSK training program in order to accommodate many new adjunct facilitators for the learning communities |
| 2011 – 2012 | Market and offer LSK 203 on a larger scale to more populations (early admits and Veterans) |
| | Offer LSK 103 or a comparable new 1 credit class to first semester RCC students who are placed on probation (possibly as a required course for this 1st semester population.) |
| 2012 – 2013 | Hire another full time person to teach LSK courses |
| | Continue to train new facilitators and increase enrollment in LSK 103 |
| 2013 – 2015 | Require LSK 203 as a requirement for learning communities |

**Actions (Objectives/Outcomes Expected)**

- Increase retention by a minimum of 5% in the LSK classes through marketing and more mentoring of both faculty and students
- Increase enrollment in Life Skills courses by at least 10% a year over the next five years
- Create a “manual” specific to the needs of our target population, for the LSK 1 credit class
- Hire at least one new full time faculty member
- Increase the number of release hours for the LSK Chair and/or offer a stipend
- Work with Institutional Research in gathering pertinent data on student success and needs through LSK
- To consider LSK 103 and LSK 203 as a requirement for those students who test into Math 065 or lower and ENG 095 or lower
- Explore more appropriate title for the LSK Department as well as the courses it offers

Humanities, Social and Behavioral Sciences

## Department: Performing Arts

The SUNY Rockland Performing Arts program is committed to a professional representation of the arts. Students have the opportunity to study theatre, dance and music as part of the curriculum. In addition to two major productions and a dance concert, the Performing Arts Department sponsors a Summer Shakespeare Festival. The faculty are accomplished and practicing professionals. For the student not pursuing a degree in Performing Arts, certain classes require the permission of the instructor. The Performing Arts program offers internships with professional theatre, dance and music companies.

**The vision for your division/program over the next 5 years:**
We intend to expand by developing a Musical Theatre concentration within the A.A. degree in Performing Arts and explore the creation of an A.F.A. (Associate of Fine Arts) degree for a more concentrated curriculum of study in the Performing Arts. The creation of a fully functional outdoor stage that will house rehearsal and classroom as well as storage spaces for the department. We need to make our part-time ESS position full-time and reinstate full-time status to the secretarial position in the department. We also need to explore the hiring of a new full-time faculty person in Music to accommodate department growth and eventual retiring of current position(s).

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010 – 2011 | Seating for the Black Box Studio |
| | Sound Equipment for the Black Box Studio |
| | ESS position elevated to full-time status |
| | Reinstatement of full-time secretarial position |
| 2010 – 2012 | Outdoor Theatre with rehearsal and classroom space on the spot of the dilapidated amphitheater in honor of the 50th anniversary of the College |
| 2012 – 2013 | Broaden Internship possibilities for all the Performing arts concentrations |
| 2013 – 2014 | New hires for retiring FT Music faculty |
| | New articulation agreements with other institutions and programs |
| | Updated Music equipment to facilitate an expanded Music Technology program |
| 2014 – 2015 | A.F.A. degree integration in the Performing Arts with addition of new courses and a Musical Theatre concentration |

**Actions (Objectives/Outcomes Expected)**

- Increase enrollment and retention by updating facilities and offering new courses to stay competitive and up-to-date in the respective art fields
- Increase enrollment by producing better and more aggressive marketing for department and events
- Develop grants to expand the Rockland Shakespeare Company
- Propose a purchasing plan to order equipment for the continued renovation for the Black Box studio theatre space (sound system, lighting, seating, etc.)
- Propose a purchasing plan to update the camera equipment for use in the Acting for TV class
- Contacting other institutions and programs to broaden and offer more Internship possibilities
- Continue the proposal and exploration of a new Stage with rehearsal rooms, classrooms and storage space for the Performing Arts department on the spot of the dilapidated amphitheatre
- Contacting other institutions to explore and develop greater articulation agreements with other programs
- Continued requests for reinstatement of full-time secretarial position to meet the needs of the department and its students that exceed traditional departments such as performance events and their particulars, webpage, etc.
- Request upgrade to full-time for our department's ESS position to accommodate the growing needs of the department as well as the caretaking of the Black Box Studio theatre and potential new theatre space and rehearsal rooms
- Research and request the hiring of new full-time Music faculty to expand and develop new courses and to fill eventual retiring of current faculty
- Research and develop new courses in Music Technology
- Research and develop new courses in online Theatre, Music and Dance history as well as Shakespeare on Film studies and theatre Technology
- To investigate alternative classroom space when classes are moved from the theater due to outside utilization (i.e. TV studio)
- Better marketing of the programs offered within Performing Arts

Humanities, Social and Behavioral Sciences

## Department: Social and Behavioral Science

### Sociology
Sociology is the science of society, social institutions and social relationships. It includes the systematic study of the development, structure, interaction and collective behavior of organized groups of human beings. Sociologists are involved in the scientific analysis of social institutions as a functioning whole and as they related to the rest of society. Like all social sciences, sociology is an integral part of the liberal arts education.

### Psychology
Psychology studies human emotion and motivation, as well as the biological foundations of behavior and mental processes. It applies the methods of science to the study of various mental disorders, their symptoms, etiology and treatment.

### Political Science
Political science is the social science discipline that describes and analyzes political and governmental institutions and processes. It concerns itself with the conduct of government and the creation of government policy and studies the structure and activities of political parties and the social, cultural, ethnic and historical factors that drive these activities. Like all the social sciences, political science is an integral part of a liberal arts education. It is essential to the effective functioning of a citizen in a democratic society.

### History
History is the social science that studies the chronological record of significant events in the human past and attempts to explain their courses. The historian examines biographies, documents, first-hand personal accounts, and the findings of archeologists, monuments and the writings of earlier historians in order to interpret and understand the human story. The study of history is an essential part of a liberal arts education.

### Geography
Geography is the social science that deals with the earth and life upon the earth. It is concerned with the impact of geographical realities upon the development of various cultures, human responses to the environment and environmental changes. Like all the social sciences, geography is a valuable part of a liberal education.

### Anthropology
Anthropology is concerned with the commonalities and diversity of human experience and so it explores a wide range of issues. Physical anthropologists focus on questions of human evolution, variation and our relationship with the environment while cultural anthropologists conduct archeological research; analyze the development of languages and the significance of verbal and non-verbal communication in our daily lives and study cultures around the world by sharing and observing the life experiences of people in those societies.

**The vision for your division/program over the next 5 years:**
To establish an institute of Cultural, Civic, and Global Studies which will facilitate the integration of the Social and Behavioral Sciences curriculum across the disciplines of all three academic divisions of the College. This will help to foster the development of new interdisciplinary courses designed to prepare students to meet the demands of our emerging global society and to thus transform them into better and more aware "world citizens." These new courses help improve enrollment and retention by enhancing student interest and, through the subsequent development of relevant degree programs, encourage the creation of learning cohorts.

**The goals you would set to help you reach the vision:**

2010 – 2011 Develop and publish literature designed to improve recruitment efforts and increase overall FTEs

Appoint an Advisory Board in efforts to keep curriculum current and relevant

Encourage the continued development of On-Line Courses

Continue to expand course offerings during the late afternoon, evening, and weekend time slots

Begin the development of new interdisciplinary courses and continue over the next five years

Hire Full Time Faculty (History & Geography)*

2011 – 2012 Collaborate with other Divisions, Departments, Academic Affairs, and the Faculty Senate in the establishment of a Cultural, Civic, and Global Studies Task Force

2012 – 2013 Launch Institute of Cultural, Civic, and Global Studies

Hire Full Time Faculty (Anthropology/Sociology)*

Develop New Liberal Arts Degree: Global Studies

2012 – 2015 Implement Accelerated (Mini-mester) learning mode for select sections of the Social and Behavioral Sciences

Hold a Global Studies Conference on campus

*Assuming enrollment statistics support action

Humanities, Social and Behavioral Sciences

## Department: Speech

Since speech is the primary means of communication, the speech discipline strives to develop and enhance this faculty in each student. Courses in speech meet a variety of needs. Students can develop greater competency in spoken American English, improve voice and diction, understand the basics of speech and language, train in debate techniques, interpret literature orally, practice public speaking, study semantics and the political implications of speech and apply techniques to improve cross-cultural communication.

**The vision for your division/program over the next 5 years:**
To provide a multi-service department providing practice, training and development in the areas of Speech Communication, Performance, Speech Therapy and Speech and Communication theory. Our vision is for these to be delivered by excellent faculty in a start of the art facility.

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010 - 2012 | Have accurate information available about the department, its membership and its offerings |
| | Serve as a resource for the business & professional community |
| 2010 – 2013 | Develop, implement & assess a state certified program in Speech/Communication Studies |
| | Provide Speech therapeutic services to the college & the external community |
| 2013 – 2015 | Serve as a recognized site for internships & training in the field of Speech Therapy |
| | Maintain up-to-date/state-of-the-art technology in communication |

**Actions (Objectives/Outcomes Expected)**

- Implement Speech/Communication Studies Program
- Provide Speech therapeutic & diagnostic services for the college and the community
- Increase optional hours to 30 hours per week including one evening per week
- Increase release time for Coordinator
- Hire an additional therapy provider as need requires
- Purchase diagnostic materials
- Create and distribute publicity and marketing materials
- Collaborate with CPPD in determining need (opportunities)
- Speak with Speech Advisory Committee (opportunities)

- Match needs of Business with professional abilities of departmental membership
- Do needs assessment with corporations
- Collaborate with Campus Communications in the development of brochures
- Meet with corporations
- Offer programs on-site or at the college
- Evaluate and Maintain up to date state-of-art technology
- Ongoing faculty training in technology usage
- Have faculty attend relevant conferences to maintain currency. ASHA, NCA, NYSSA and to enhance course/program development
- Maintain operation of equipment in smart classroom
- Possible development of second smart classroom for Speech
- Explore a two-year degree in Speech Pathology since there is a 40% deficit in the U.S.
- Offer Accent Reduction non-credit course thru CPPD

# Division and Program Visions and Objectives

## Division of Math, Natural and Health Sciences

The Division of Mathematics, Natural and Health Sciences is comprised of six departments:

- EMS Education
- Mathematics
- Nursing
- Occupational Therapy Assistant
- Physical Education
- Science

A variety of degrees, AA, AAS, AS and certificate are offered allowing students to seek immediate employment, and, also, to seek transfer to four-year institutions. The discipline offers courses designed to serve students with different backgrounds and different educational / professional goals. The Science program course offerings, for example, are ideal for those students planning careers in biology, chemistry, ecology, physics, medicine, dentistry, chiropractic medicine, or other health-related professions requiring a strong background in science. As one can see, the varied programs and course offerings of the discipline provide a rigorous academic program with a wide diversity of clinical and classroom experiences that engage students in critical thinking, scientific inquiry, empirical observation and application of knowledge.

Over the next five years the division plans to continue to grow the programs with a focus on retention. This will require the specific departments//programs to evaluate admission procedures, and the prerequisite requirements to progress to the next course level. This will impact on the need to develop support course offerings and remediation courses to retain students and achieve success. The impact on the non-credit Center for Personal & Professional Development will be for the development of preparatory offerings such as National League for Nursing (NLN) preparatory testing, language of healthcare, and communication skills.

The Division needs to continue to explore grant opportunities and other sources of funding to maintain and upgrade the Chemistry Labs, the Science Learning Center, the SIM-People Lab for Nursing/EMS, the Math lab and an upgrade of the OTA lab. These upgrades, along with revisions of course offerings, will keep the programs marketable and improve the students' ability to enter the workforce with the required skills for employment positions in healthcare fields. In order to realize the vision of these labs, full-time faculty and support staff will be needed to plan and execute the clinical setting scenarios. Most of these programs will also require technical support for the computer based learning equipment. Support staff will also be needed to provide access to the labs and equipment for day, evening, and weekend classes. Mentors for the EMS, Math, Science, Nursing, and OTA programs are also to be included in the plan for student success.

The advisory boards for these programs enhance the planning of the Division programs by identifying employment trends, new technology in the workplace, and opportunities for student clinical placement and internships.

The Math program is in the process of evaluating /resetting the Math placement scores to allow for student placement for success. A goal of the Math program is to increase the number of Full-time faculty in the Math Skills courses. This should connect students in the skills courses more closely to the Math department.

To achieve the goal of math excellence, faculty will need smart boards and smart classrooms. Also required for student remediation and support are math mentors, and tutors along with on-line tutoring and computer programs.

The Physical education department is futuristically looking to expand to the third floor of the Fieldhouse to develop a multipurpose Human Performance Lab. Funds may be generated through a partnership with CPPD for a program designing fitness assessment and exercise prescriptions for students and for the community. The will expand its current investigation of grants/funding to provide for Fieldhouse repairs and renovation.

All programs in the Division are working to strengthen articulation agreements to foster a seamless transfer experience for the students. New programs being developed include Environmental Issues, Astronomy Sciences, Health Sciences, courses focusing on Green Issues, Homeland Security and an expansion of the Fitness courses. All of these are being developed with an awareness of community needs and developing workplace opportunities.

Division of Math, Natural and Health Sciences

## Department: Emergency Medical Services (EMS)

The EMS program is a consortium program, which prepares students to deliver out-of-hospital care to people who sustain life-threatening illness or injury. In addition to their classroom, clinical and fieldwork, students in the consortium program also participate in these specialized courses: Advanced Cardiac Life Support (ACLS), Pre-hospital Trauma Life Support (PHTLS), and Pediatric Advanced Life Support (PALS). Certificates from appropriate agencies are awarded upon successful completion of each of these specialty areas. Successful completion of program requirements qualifies students to sit for the New York State and National Registry of Emergency Medical Technician-Paramedic Certification Examination.

**The vision for your division/program over the next 5 years:**
The vision for the EMS Education Program is to provide excellence in EMS Education and to develop a Regional Emergency Management Training Academy for the Hudson Valley and Greater New York Region.

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2010– 2011 | Maintain a curriculum and programs that respond to the emerging needs of our external community |
| | Provide comprehensive programs and services to enhance recruitment and to promote student success |
| | Establish the necessary facilities, equipment and technology that support the goals and objectives of EMS Education |
| 2011 – 2012 | Market the department's strengths and service to the students |
| | Improve communication among EMS students, faculty, and staff through the use of emerging technologies |
| 2012 – 2015 | Foster an environment of expanded collaborations, consultation and communication within the EMS community |
| | Utilize any and all resources available for recruiting, developing and training faculty and staff |
| 2013 – 2015 | Emphasize a student-centered approach to learning service delivery |

**Actions (Objectives/Outcomes Expected)**

- Implement changes in curriculum to meet the growing needs of the profession
- Recruitment of students to help grow the EMS Education program
- Implement innovative technology
- Promote diversity of EMS Education and provide alternative careers for the Emergency Management field
- Implement innovative EMS labs using Simulation technology
- Develop collaborative relationship with Nursing
- Develop collaborative relationship with Continuing Education by pursuing non-credit needs within the community
- Implement cross training of EMS and Nursing Staff in WMD, BCLS, ACLS, and PALS
- Offer re-certifications online, both credit and non-credit
- Investigate a partnership with the current proposal for a Health Studies AS Degree option for students to branch out into other health related fields as opposed to AAS Degree in EMS
- Investigate a credit certificate in EMS for students looking to transfer
- Better marketing of the program to the community, non-traditional students and to local high school students
- Investigate and develop a Regional Emergency Management Training Academy for the Hudson Valley and Greater New York Region

Personnel Requirements: EMS Program Secretary, Paramedic Clinical Coordinator, Paramedic Coordinator, Paramedic Lab Instructors, Paramedic Clinical Preceptors, Physician Instructors Biomedical (equipment) Technician

Equipment Requirements: Zoll CPR Auto Pulse, Zoll ACLS (12 Lead) Manual Defibrillator, Laerdal Suction Units, Laerdal Simulation Baby, Striker Stair Chairs

Division of Math, Natural and Health Sciences

## Department: Math

SUNY Rockland's mathematics discipline offers a variety of courses designed to serve students who have different backgrounds and different goals. There are courses in algebra (elementary and intermediate), pre-calculus and calculus, as well as finite mathematics and statistics.

**The vision for your division/program over the next 5 years:**

- Sensitive and responsive to any new curriculum changes that our students may see both before and after they come to us at RCC, while maintaining our present state
- Increase retention in all mathematics courses, especially in MAT 065
- Increase the number of full time math instructors – not to be confused with filling retirement positions

**The goals you would set to help you reach the vision:**

2010 – 2011 Improve assessment and placement in math courses

2010 – 2011 Explore computer assisted instruction

2010 – 2015 Improve retention in MAT 065

Improve retention in all math courses

2010 – 2011 Respond to changing curriculum

Increase number of FT faculty

**Actions (Objectives/Outcomes Expected)**

- Utilization of computer labs for instructors; labs need to be more easily accessed and more welcoming to faculty and students
- More contact hour support modules for some math classes (like the calculus sequence)
- Explore computer assisted instruction in math
- Stay abreast of changes in the New York State math requirements for high school students and the changes in the high school math curricula
- Update math tutorial software in the Testing Center; the Tutoring Center; and the student computer labs
- Hire new FT faculty members (not just to replace retirements) to increase FT/PT faculty ratio
- Monitor the validity of the algebra assessment test and adjust placement scores.
- Develop a pilot section of computer assisted instruction in MAT 065 and if successful, expand it to multiple sections with faculty commitment
- Reinstate MAT 049, Math Skills Reinforcement, for students assessed at a specific level

- Work with local high schools in helping students transition to college level math course without the use of calculators
- Possibly increase the number of contact hours for courses including MAT 102, 203, and 204
- Stay abreast of the demands of transfer institutions in regards to mathematics.
- Need for smart boards and appropriate math software
- Increase the academic student support services available in helping students to be successful in foundational math and to increase retention rates especially in lower level math courses

Division of Math, Natural and Health Sciences

## Department: Nursing

SUNY Rockland's nursing program is accredited by the National League for Nursing Accreditation Commission (NLNAC) and provides a core sequence of nursing courses combined with liberal arts and sciences. The nursing core consists of a four-level sequence of nursing process courses, each of which has a classroom, laboratory and clinical experience component. Content focuses on the nursing care of patients with commonly occurring health problems across the life span. Students who successfully complete the SUNY Rockland nursing program are prepared to take the Registered Nurse license examination and to give direct care to patients in general nursing positions in hospitals and community health settings. Graduates of the undergraduate nursing program may also transfer to a four-year college to work toward a BS degree in nursing.

**The vision for your division/program over the next 5 years:**
Achieve acknowledgement as the center for basic nursing education and nursing professional development in Rockland County.

**The goals you would set to help you reach the vision:**

| | |
|---|---|
| 2009 – 2015 | Continued high success rates on NCLEX examination while increasing retention and graduation rates within the program and the college |
| | Maintain current recruitment success |
| 2011 – 2012 | Create, implement, and achieve New York State Approval for weekend nursing program |
| 2011 - 2012 | Renovation of skills laboratory to reflect current state-of-the-art technology used both in education as well as health care provision |
| 2011 - 2013 | Form partnerships with external agencies to provide nursing skills updates, alternate types of healthcare programs based on community needs |
| 2012 – 2014 | Explore and procure further grant opportunities to facilitate accomplishment of aforementioned goals in collaboration with Grants Development |

**Actions (Objectives/Outcomes Expected)**

1. Increase retention rates within the Nursing program with Academic Support Services for our students
2. Implement new criteria for selecting students into the Nursing Program in order to better serve our students and our community

3. Revision of Nursing curriculum to reflect: NCLEX blue prints; trends in healthcare;

and employer needs

- Improve FT/PT faculty ratio within the department
- A Clinical Coordinator Position (or Asst. Dept. Chair) needs consideration
- Create, implement and achieve NYS approval for weekend nursing program
- Upgrade current website
- 160 students enter into Fundamentals of Nursing, but only 40-60 graduate. Selection process is important as well as providing support services to students enrolled in the Nursing program
- 25-30% of our students graduate each semester and there will be an effort made to increase this number over the next five years
- Develop a Health Studies AS Degree to better serve the needs. There are: 535 students enrolled in nursing process courses; 700-900 students who identify as "nursing students"; and 550 students currently on a "waiting list." Support and mentoring for new faculty needs to be designed and implemented
- CEU training through CPPS is necessary since there is a 6 hours requirement per semester
- Recruit younger "high school" aged students
- ESL specific to nursing is needed so students can function in a bilingual nursing environment
- Investigate Honor's nursing potential with the MTS Coordinator
- Provide services, equipment and technology that reflect current education and healthcare trends
- Explore new articulation agreements
- Increase faculty and support staff hours for both Nursing department and Nursing Skills labs

Division of Math, Natural and Health Sciences

## Department: Occupational Therapy Assistant

Occupational Therapy Assistants seeks to improve the independence and quality of life for those whose lives have been disrupted by physical, emotional, or developmental problems or by social, psychological or aging difficulties. Graduates of the SUNY Rockland program are prepared at the technical level to enter the occupational therapy profession as assistants. They may go directly into practices in hospitals, schools, nursing homes and day treatment settings working under the supervision of the professional therapist (OTR). They may also continue their occupational therapy education in a professional program at the baccalaureate level. Possible areas of study for the bachelor's degree include biology, psychology, teaching human development or gerontology.

**The vision for your division/program over the next 5 years:**

- Offer all OTA students mentoring and support for all their course work
- Provide a dedicated OTA Clinical Lab

**The goals you would set to help you reach the vision:**

2009 – 2010 Implement needed changes in the curriculum

2009 - 2015 Infuse technology as a tool in occupational therapy practice and education

2010 – 2015 Maximize student enrollments

2010 – 2012 Plan a program brochure specifically for the occupational therapy program

2010 - 2013 Explore the possibility of offering summer and weekend courses

Develop self-study lab materials for Occupational Therapy Assistant students in OCC 103 & OCC 208

Explore the implications of developing an online Occupational Therapy Assistant course

2011 – 2013 Explore the offering of occupational electives into the Occupational Therapy Assistant Degree program

**Actions (Objectives/Outcomes Expected)**

- The instructional infusion of content and new skills into the program to keep it current and updated (includes: driver rehab, aging in place, and evidence-based practice)
- Identify the courses and learning activities where technology for learning and practice can be infused

- Work with the Admissions Department to visit local high schools in our local areas and New Jersey in order to attract new students to the program
- Collaborate with Campus Communications in the design of an Occupational Therapy Assistant brochure
- Explore the need for summer and/or weekend Occupational Therapy Assistant courses
- Provide in-house self-study lab materials for Occupational Therapy Assistant students
- Offer hybrid and web enhanced Occupational Therapy Assistant courses and then transition to full online courses
- Identify possible elective courses after benchmarking other community college's Occupational Therapy Assistant program electives and seek student feedback regarding interests

Division of Math, Natural and Health Sciences

## Department: Physical Education

The Physical Education Studies discipline is designed for students who are interested in pursuing a degree in physical education and transferring to a four-year institution to pursue a bachelor's degree or enhance their career by obtaining an Associate of Science degree. The 65 credit program combines liberal arts and science courses with physical education theory and activity courses.

**The vision for your division/program over the next 5 years:**

- Offer a state-of-the-art physical education, wellness and physical/fitness complex to majors and non-majors at RCC
- Build a human performance lab that will allow us to improve our FIT and PES program as well as conduct fitness testing for community members
- Occupy the 3rd floor of the Fieldhouse that will be used as a multi-purpose room for Physical Education and Athletics only
- Update the facility and repair the roof, 2nd floor gymnasium and pool area

**The goals you would set to help you reach the vision:**

2009 – 2010 Occupy 3rd floor and repair roof as well as 2nd floor gymnasiums

2010 – 2012 Update equipment and extend Fitness Lab

Design and build a Human Performance Lab

2012 – 2013 Update pool area

2013 – 2014 Add more smart classrooms for Fieldhouse

2014 - 2015 Increase enrollment and participation

**Actions (Objectives/Outcomes Expected)**

- Update facility to develop revenue through new programs. A percentage of revenue received from Summer Camps will provide us with a start to accomplish these goals. We also need to work with maintenance in order for this to be achieved
- Obtain a grant to expand the Fitness Lab, implement a Human Performance Lab and redesign the 3rd floor of the Fieldhouse to build a multi-purpose room for the Physical Education and Athletic departments
- Our goal is to have 100% of our students transfer within 2 years to a four-year institution of higher learning. We need to collaborate with the Science department to ensure

adequate sections are offered in the Biological Sciences so students do not have schedule conflicts

- Widen diversity of current Gen Ed list by adding physical education theory courses to that list
- Improve marketing effort for new degree in Physical Education Studies AS Degree
- Offer FIT programs at night to meet the needs of the non-traditional students
- Explore non-credit courses in lifetime fitness & wellness to offer students, the RCC community, and the community at large
- Collaborate with Technology Services in designing a plan to convert all classrooms in the Phys. Ed. Facility into smart classrooms
- Explore offering more diverse physical education activity classes during the day
- Explore a wellness theory component as part of the physical education requirement
- Investigate funding streams to help put money back into the Fieldhouse for much needed repairs and renovations
- Continue to renovate the weight room
- Design a center for fitness & wellness within the Fieldhouse, open to students, faculty, staff, and the community at large

Division of Math, Natural and Health Sciences

## Department: Science

The science discipline includes the following subject areas:

- Biology
- Chemistry
- Physics
- Engineering
- Environmental Science
- Physical Sciences

Selection of courses in either biological or physical sciences is ideal for those students planning careers in biology, chemistry, ecology, physics, medicine, dentistry, chiropractic medicine, or other health-related professions requiring a strong background in science.

**The vision for your division/program over the next 5 years:**

- Be a beacon for science in Rockland County/The New York Metropolitan Area
- Continue to grow our program
- Offer video conference courses to expand offerings and run classes that have lower traditional enrollment
- Continue to turn out competent students ready for the workplace/ professional settings
- Expand our services to all satellite campuses.
- Train all students on the newest technology
- Make RCC a center for science and technology
- Hold scientific workshops/ communications/learning
- Offer science services (screenings, DNA sequencing, horticulture/landscape design, flower arrangements, environmental monitoring/weather monitoring, fresh organic produce market, etc) to the community that will foster the vision/mission of Rockland Community College and generate needed revenue

**The goals you would set to help you reach the vision:**

2009 – 2015 Develop Faculty

Continue to grow our programs and graduate competent students

2010 – 2011 Bring weather/environmental monitoring to RCC

2010 -2013 Increase the FT/PT ratio of our faculty

Replace aging science equipment over a 3-5 year schedule

Replace all microscopes in science labs

2011 – 2013 Add workstations to all science labs

2011 – 2015 Turn RCC into a science/technology center for the County

2012 – 2015 Move more science/science labs into Haverstraw site

**Actions (Objectives/Outcomes Expected)**

- Plan for desperately needed additional classroom space
- Develop child care and science tutors
- Conduct student surveys (entrance and exit); transfer success
- Provide academic support services for students needing additional Math and English for the rigors of the science program
- Increase retention of non majors though 75% of students pass
- Marketing to overcome low enrollments in Engineering and Physics
- Update labs with computers and new technology
- Offer new degree programs: Horticulture; Atmospheric Science; Astronomy; Geology
- Offer "Green Workshops"; expand to the non-credit area and the community
- Investigate summer workshops, skills courses, or summer program for kids (i.e. science camp for kids) in order to raise additional revenue for the department
- Market targeting high schools; recruit and advertise on the Internet: Facebook and MySpace
- Develop a science advisory committee to stay abreast of the current trends/technology in the field
- Increase enrollment by another 5% across all five disciplines per year (10%) each year total)
- Increase retention in our weak areas – especially with international students and our math based courses
- Finish updating all program LAPs to reflect changing instructional methods (and changes at 4-yr programs) utilizing the latest technology
- Prepare a 3-5 year purchasing plan to replace/upgrade aged or broken equipment
- Seek donations from large corporations for larger, expensive lab equipment (e.g. DNA sequencer)
- Seek grants for supplemental funding
- Computer and software literacy should be considered for our students campus-wide
- Generate internal revenue by re-opening the flower shop; think about the Green House Café; re-setup environmental weather monitoring

# Implications and **Considerations (An Overview)**

The Academic Master Plan is a transparent document that shows the vision and goals for all of Academic Affairs. Even over five years, it is impossible to achieve all of the goals that have been presented, so priorities must be established. It is also a time of limited budgets, so the priorities set must be in the best interest of the College as well as the students and their academic success.

Based on the data, common themes, strategic planning, academic department vision and goals, academic affairs in general, and student enrollment the following needs to be considered:

**Curriculum/Academic Department/Programs**

- A low enrollment in the Life Skills courses shows a need to re-think this department and course offerings. LSK 203 might be a consideration for a required first year experience for certain at risk student populations
- ELT, CAD, and Computer Studies have experienced a decrease in enrollment over the past five years.
- ESL enrollments are down due to a decrease in the international student population. The targeting of increasing minority populations within the community should be explored as well as the consideration of non-traditional scheduling
- As new curricula are developed, support for departments should be considered in terms of release time and appropriate budgeting to fund new programs
- An A.S. Degree in Health Studies should be an option for Nursing students and for Paramedics
- Business Degree programs are increasing in enrollment, but consideration should be given to phasing out the Business Certificates
- Safety issues and the outdated auto tech equipment are a serious consideration, but a new Auto Technology Center is very costly
- Communication Media Arts program must move forward and become digital if the program is to grow in enrollment and offer students a quality degree program

**Human Resources/Personnel**

- Distance learning is increasing in courses offered and student enrollment. A full-time position is warranted if online learning is going to continue to increase in enrollment
- Student Academic Support Services is an area that needs funding and support if students are going to persist in college (mentors, tutors, Writing Center consultants, Reading Center consultants)
- Full-time faculty are needed in developmental math and English Skills
- Full-time faculty are needed in Social Sciences, English, and Business
- A support personnel plan for Academic Affairs should be considered
- Leadership training should be made available for Division and Department Chairs
- Release time for the development of new degree and certificate programs
- A position needs to be established to oversee the RCC in the HS Program

**Facilities**

- Plans for academic programs, courses, and services over the next five years at the extension centers at Haverstraw and Spring Valley need to be finalized
- More teaching stations as well as efficient scheduling will become a priority as enrollment continues to increase. Lowly enrolled course sections must be scheduled in smaller classrooms
- All classrooms should be converted to smart classrooms
- A designated space for an Art Gallery
- A designated space and equipment for a Language Lab
- A designated space and construction of an Outdoor Theatre or facility to teach performing arts classes especially when the theatre is being utilized
- As enrollment in Lab classes such as Science increase, lowly enrolled designated classrooms may have to be re-designated to labs

**Student Support**

- Budgeting and staffing needs to be a priority for Student Academic Support Services in order to ensure student success and retention (Over 30% of our students do not persist to graduation; 23% of our students end up on academic probation each year)
- A plan for mentoring, learning communities, and summer boot camps must be coordinated to meet the needs of more students
- The commitment to online orientations and tutoring
- The Reading, Writing, and Tutoring Centers must be staffed with qualified personnel and funded appropriately

**Funding**

- A plan needs to be put into place that prioritizes goals and funding. Departmental budgets should be designed for day-to-day operations and other money should be utilized to complete those priorities as designated
- Collaboration between Academic Affairs and the Grants Office in pursuing grant money is necessary
- The partnering of CPPD and the credit departments opens an opportunity for the academic departments to see a return in revenue for their department. If this is the case, a carefully designed plan must be designed and approved
- The priorities established as a result of this Academic Master Plan must be followed in terms of funding if the college is going to be able to grow and the campus is going to believe in Academic Master Planning

# Accomplishments Fall 2009 - Spring 2010

**Demographic Data Applied to Academic Master Plan (Page 50)**

- Working on an AS Degree in Health Studies
- Changed the name of the Networking program to Cyber Security
- Piloted 3 learning communities Spring 2010
- 8 peer mentored learning communities will be offered Fall 2010
- Faculty workshop on learning communities will be offered thru LaGuardia CC in May 2010
- CCSSE survey results were presented to the faculty during division meetings with subsequent brainstorming sessions on improving ways of engaging students
- Full-time English composition instructor with Writing Center expertise has been hired for Fall 2010
- Full-time Math instructor will be hired for Fall 2010

**Academic Affairs Technology Goals (page 52)**

- Numerous CETL workshops were setup during the 2009 – 2010 academic year specific to using technology in the classroom
- Communication is ongoing with Academic Affairs and IT in the efficient disbursement and utilization of technology
- Conversations are taking place with regard to putting a plan together for a better and faster website

**Enrollment (page 53)**

- RCC in the HS pilot for the 2010 - 2011 academic year has over 600 new high school students ready to enroll in RCC college courses
- Partnership with BOCES in Automotive Technology and Elluminate (to offer foreign language and pre-engineering opportunities)
- Increased offerings in online courses Fall of 2009 and Spring 2010
- Increased number of articulation agreements with four-year colleges

**Retention (page 54 & 55))**

- Peer mentoring and the establishment of learning communities
- Planning an Academic Success Center (ASC) for students and faculty for Fall of 2010
- Additional tutoring services for students in gateway killer courses
- Student course evaluations for all full-time and part-time faculty Fall 2009 with mentoring and second semester peer evaluations setup for weaker faculty

**Marketing (page 56)**

- Spring 2010 establishment of the Academic Affairs Marketing Committee

**Articulation Agreements (page 57)**

- Chamberlain College
- Kaplan University
- SUNY ESF
- University of Phoenix
- Binghamton (SUNY)

**Student Support (page 59)**

- Student Academic Support Services (SASS) Task Force met during the academic year in planning a Reading Center, a First Year Experience opportunity, learning communities, tutoring, improvements for the Writing Center and the potential offering of self-paced learning

**Curriculum Development (page 60)**

- Substantial work has taken place in the establishment of a fully online Business degree which should be ready to be offered by the spring of 2011
- The Computer Networking degree has been changed to Cyber Security
- AS Degree in Fire Science Technology approved by SUNY and State Education Department spring 2010
- Three new Teacher Education degrees approved by SUNY and State Education Department Spring 2010
- New degree proposals ready to be sent to the curriculum committee level: Engineering, Medical Informatics, and Corporate & Homeland Security

**Professional Development (Page 60)**

- Increased offering of CETL workshops for all faculty and staff
- 1200 out of 1400 course sections were evaluated by students during the fall of 2009
- Many faculty attended conferences at the state, region, and national levels
- Two faculty members presented at international conferences

**Academic Affairs (page 65)**

- RCC in the HS has been expanded and continues to grow
- Academic Program review is on schedule
- Student learning outcomes at the institution, program and course levels have been better evidenced and are in accordance with Middle States
- Closer coordination with Records & Registration for more timely cancellations of lowly enrolled courses and the creation of additional course sections as needed

**Distance Learning (pages 69 & 70)**

- Transferred an ESS staff member to assist students with online support
- Online course enrollment increased Fall 2009
- Increased online instructors as well as course sections offered
- Online workshops for faculty were offered Fall 2009 through CETL

**Library (page 73)**

- The Library "look" has changed
- Access to database information has been streamlined

**Multi-Media Production Center (page75)**

- More high schools participated in the RCC Film Festival Spring 2010
- Multi-media has been incorporated into PowerPoint presentations utilized by several faculty members

**Outcomes Assessment (page 76)**

- Academic Program Reviews completed as scheduled
- Middle States team visit of Spring 2010 resulted in no recommendations

# Academic Master Planning Priorities

**To Increase Enrollment**
**Required Actions:**

- Developing our first fully online degree by fall of 2011
- Adding a new degree in Medical Informatics
- Marketing of academic programs through Academic Affairs Marketing Committee in collaboration with Campus Communications
- Continuing to expand course offerings in the local high schools through the RCC in the HS program and hire a coordinator of that program
- In the Automotive Technology program by partnering with BOCES and becoming NATEF certified by Spring 2011

**To Better Meet the Needs of Our Students and to Increase Retention by**
**Required Actions:**

- Hiring more full-time faculty in the disciplines that offer gateway courses with low persistence rates in order to better meet the needs of those students
- Implementing a first year experience course for at risk students by the fall of 2011
- To have all classes web enhanced by the spring of 2011
- Continuing to expand our learning communities and peer mentoring
- Offering better support to students and faculty participating in online learning and on campus evenings and weekends by hiring a full-time Assistant Librarian with an online learning background fall 2010
- Establishing better and more technologically advanced delivery methods of tutoring, available to all of our students
- Online orientation implemented for all students prior to participating in an online class
- Providing a Reading Center for our students by spring 2011
- Converting analog to digital for the Communication Media Arts program to better meet the needs of the students
- Plan and implement an Academic Success Center (ASC) as an umbrella to include: the Writing Center, Tutoring Center, Reading Center, and Testing Center. To also investigate the inclusion of: the Math lab, the Science Learning Center, and Nursing lab

**To Better Utilize Resources**
**Required Actions:**

- Assessing Academic Affairs in terms of divisional structure, department chair release time and overall job duties in best meeting the needs of the students, the faculty, and the College fall 2010

- Implementing a master course schedule to designate class times that reflect continuity and efficiency of classroom utilization for spring 2011
- Investigating facility options for more lab space in order to be able to offer more lab science courses
- Utilizing better pedagogically oriented training for our adjuncts and our new full-time faculty members; and incorporating a better system for evaluating day and evening adjuncts
- Assessing reallocation of resources for programs based on enrollment trends, job market and overall needs

## Division Priorities

## Business and Information Technology

**1.** Strengthen the Automotive Technology Program
**Required Actions:**

- Purchase additional equipment necessary for NATEF certification
- Apply for and receive NATEF certification for the program
- Further investigate/negotiate use of BOCES facilities as program grows

2. Additional full-time faculty
**Required Actions:**

- Hire additional full-time faculty for Criminal Justice (CRJ) and Paralegal (PLG)

**3.** Strengthen smaller programs – Computer Assisted Design (CAD), Electronic Technology (ELT) , and Computer Networking (CNE)
**Required Actions:**

- Offer new degree options for students
- New degree options in Digital Media Studies
- Degree options in Medical Informatics and others
- Research employment forecasts
- Contact upper-division institutions regarding articulation
- Develop required courses and program proposals

## Humanities, Social and Behavioral Science

### Institution Level

**1.** Promote retention for students
**Required Actions:**

- Expanded hours and additional professional tutors in the Tutoring Center and Writing Center
- Collaboration among faculty and directors of student support services
- Establishment of a Reading Center with diagnostic capabilities

2. Appropriate scheduling
   **Required Actions:**
   - Consideration of students' needs for required courses in their majors, such as providing a sufficient number of ENG 232 (Children's Literature) for those students in Early Childhood Education

**Program Level**

1. Provide further opportunities for cultural events, such as poetry readings, , jazz concerts, theater productions, etc. with experiences for students in both the production and performance of such events
   **Required Actions:**
   - Expand collaboration among the disciplines for example, English, Performing Arts, Art, and Communication Media Arts

**Department Level**

1. Retention in ENG 101
   **Required Actions:**
   - Discussion with English Department to consider reinstating a one credit research module

2. Opportunities for students to gain proficiency in a foreign language
   **Required Actions:**
   - Language Lab

3. Growth of English as a Second Language Program
   **Required Actions:**
   - Marketing of ESL program abroad
   - Collaboration with CPPD

## Math, Natural and Health Sciences

**Math**

1. Increase retention in remedial math classes
   **Required Actions:**
   - More full-time remedial math instructors

- Development of a self paced learning Math Lab
- Software for Math Lab
- Space for Math Lab
- Staff for supervision of open hours at Math Lab

**Physical Education**

1. Development of more career option courses in Recreation, Exercise Science and Athletic Training
   **Required Actions:**
   - Full-time and adjunct faculty to replace retiring faculty
   - Development of a Human Performance Lab to develop the skills in state-of-the-art technology fitness testing
   - Upgrade the Fitness Center to provide for faculty/student needs and generate funds
   - Offer more PE courses

**Occupational Therapy Assistant (OTA)**

1. Upgrade availability of skills practice for OTA students
   **Required Actions:**
   - Upgrade and increase space of the OTA Lab which is presently only half of a classroom
2. Increase retention rates of OTA students
   **Required Actions:**
   - Redesign courses to include more technology
   - Tutoring program to support students

**Nursing**

1. Increase retention of High School direct admit, LPN-RN students, students scoring low on the PAX (pre-nursing assessment exams)
   **Required Actions:**
   - Develop learning communities to support student studies
   - Provide full-time faculty mentors
   - Peer mentors
   - Counseling and Advisors
   - Supervision for nursing computer lab
   - Software to develop reading/comprehension skills and basic math skills

2. Increase space in the Nursing Lab for a Simulation Lab

3. Add Certified Nurse Assistant Program

**Science**

1. More lab space needed for A&P 1&2
   **Required Actions:**
   - Investigate possibility of using the Haverstraw site for additional lectures/labs
   - Provide full-time faculty mentors

2. Increase retention rates for Science
   **Required Actions:**
   - Offer tutoring in the Science Learning Center

# Appendix A

## Academic Master Planning Information Form

*(Spacing of questions has been compressed for the purpose of this Academic Master Plan document)*

# Appendix A

## ***Academic Master Planning***

## ***Information Form***

Division Name _____ Program _____

**Academic Master Planning – 2009 -2015 Program Vision and Goals**

**Fill out the information within this Academic Master Planning Form and then respond to the questions below about your program's vision and goals.**

What is the vision you have for your division/program? (Where do you see the program 5 years down the road if you could take it in the direction that it needed to go).

- What goals would you set to help you get there?
- What would you need in order to carry out your goals?
- What actions, or how, would you go about accomplishing your goals over the next 5 years?

In developing a clear vision it is important to incorporate demographics.

**External Demographics**

External demographics have been provided by Institutional Research. After reviewing this data, take a look at your program in relationship to how your program has been affected by or impacted by:

- **Changing trends in students** ( For example, H. S. populations; non-traditional students; race and ethnicity; age; preparation for college)

- **General Population Trends** (For example, larger Hispanic population)

- **Employment/Transfer Trends** (For example, more nurses needed; more students transferring after one year; more students transferring to SUNY New Paltz).

- **Changes in Required Skills and/or Knowledge** (For example, police officers now must have a two year degree; Automotive Technologist must now know hybrids; Computer Networkers must know more cyber security).

## Internal Demographics

Internal demographics have also been provided by Institutional Research. . After reviewing this data, take a look at your program in relationship to how your program has been affected by or impacted by:

- How has enrollment impacted your program over the past 5 years?
- How has enrollment in your program impacted other programs over the past 5 years?
- Describe how services in meeting students needs has been met (For example, % of course sections filled; times classes offered; diversity of offerings; location; student support).
- List the other areas on campus that directly impact your program
- List external requirements that impact your program (For example, SUNY Gen Ed; accreditation; licensing)

## Program Outcomes

Respond to the following:

- List exemplary performance/recognition (of your faculty; students; or program itself)
- Program average on National/State exams? (If applicable)
- Transfer success
- Employment success
- Number of students who become certified/licensed
- Student persistence within a program (As measured by the total number of students enrolled in the program vs the number of students who fail out or withdraw)
- Employer satisfaction
- Student satisfaction
- Learning outcomes achieved
- Program completion rate over the past 5 years (number of students who start the program and those who graduate). (Data provided).
- Student persistence rate within core courses over the past 5 years. (Students who start the program minus students who then withdraw from the program or fail out of the program). (Data provided).

- Student satisfaction (based on student satisfaction surveys).
- How many students are currently in your program?
- What is the number of credit hours generated by your program? Include FTE data here (Included).
- What is the FT/PT faculty ratio within your program? FT_____vs PT_____/
- How does the FT/PT faculty ratio impact the services that you provide to students?

## Internal Program Impact

Comment on how the following will/can impact your programs 5 year goals, plans and vision:

- CETL
- Distance Learning
- CPPE (non-credit possibilities; training for workforce development, etc)
- Study Abroad
- Marketing
- Admissions/Recruitment
- Records and Registration
- Other Student Services (Advising; Counseling; Tutorial Services; Preparation/Developmental Students; ESL).
- Honors Program
- Technology (state of the art computers; upgrades; software; smart classrooms)
- Articulations and/or Partnerships
- Personnel
- Facilities
- The Budget

After reviewing the data, filling out this form and knowing your own program, summarize the following:

1. Strengths of the Program (meets job market demands; history; high enrollment; etc)

2. Weaknesses of the Program (needs updating; low enrollment; outdated technology; etc)

3. Challenges to be Met (Lifecycle; student preparation; retention; etc)

4. Direction the program needs to go, or continue to go, in order to meet the needs of the students, the college itself, and/or the community?

5. Overall Comments:

# Appendix C

## Rockland Community College in the High School Program (RCC in the HS)

# ROCKLAND COMMUNITY COLLEGE HIGH SCHOOL PROGRAM

Rockland Community College is one of the campuses of the State University of New York that has a college credit program for high school students to increase access to college level learning. The Rockland Community College High School Program (RCCHSP) is open to high school juniors and seniors. Students who have not completed their sophomore year may take courses under special circumstances.*

## REQUIREMENTS AND LIMITATIONS

1. All students enrolling in RCCHSP must take the English assessment test and place into ENG 095 or higher, except for students seeking to enroll in studio art, physical education (PED) or math courses. Students who have completed 16 college credits in this program will be required to adhere to the college's English assessment and placement policy if they have not already done so.
2. All students seeking to register for Math courses must take the Math assessment test and place appropriately for the course they are seeking to take.
3. All students must meet pre-requisites for all courses.
4. RCCHSP students may not register for developmental (credit equivalent) courses that are offered on SUNY Rockland's main campus or at the extension sites in Spring Valley or Haverstraw.
5. High school seniors are limited to 11 credits per semester.
6. Students other than high school seniors generally may take one course per semester. Additional courses require the permission of the Admissions Office.
7. All students enrolled in RCCHSP are required to adhere to the academic policies of the College and the Student Code of Conduct.

*Students who have not completed their sophomore year (or its equivalent if home schooled) may only take courses under special circumstances after a satisfactory personal interview with the appropriate SUNY Rockland Division Chair. The Admissions Office will arrange for these interviews after the student has completed preliminary paperwork and successfully completed any required assessment tests.

***PLEASE SEE THE REVERSE SIDE FOR REGISTRATION PROCEDURES***

# ROCKLAND COMMUNITY COLLEGE HIGH SCHOOL PROGRAM

## REGISTRATION PROCEDURES

***FOR COURSES OFFERED ON THE SUNY ROCKLAND CAMPUS OR EXTENSION SITES***

1. Bring the following items to the Admissions Office:
   a. A high school transcript for verification of grade level completion.
   b. A RCCHSP Certification Form that has been completed on BOTH SIDES. This includes the signature of the student and the student's parent or guardian, the signature of your high school principal confirming that you are in good academic and disciplinary standing at your high school, and a list of the courses that you are interested in taking.
2. The Admissions Office will determine if you will be required to take an assessment test depending on your course selection and the assessment test details provided under the REQUIREMENTS AND LIMITATIONS section of the RCCHSP.
   a. If you wish to request special accommodations for the assessment test, you must provide all documentation to the Office of Disability Services before taking the test.
   b. Take the test (s) at one of the published testing times following all of the rules for doing so.
3. After meeting all of the requirements for enrolling in the RCCHSP, the Admissions Office will ask you to complete a special Student Data Sheet and Registration form. These forms will be approved and you will register at the Records Office window.
4. Payment of tuition and fees will be done according to published deadlines.

***FOR COURSES OFFERED IN THE HIGH SCHOOL***

1. Contact your Guidance Counselor to determine the courses that SUNY Rockland will be offering at your high school and the procedures that will be followed for assessment testing and acceptance into RCCHSP.
2. Upon meeting both the high school and College requirements for enrolling in RCCHSP, the student and parent or guardian will be required to complete side 1 of the RCCHSP Certification Form, a Student Data Sheet and a Registration Form. Forms will be collected from the high school by the College's Admissions Office. ***Please note that Side 2 of the Certification Form is NOT required for students taking courses offered in the high school***.
3. Payment for the courses will be done in the manner and timeframe explained to the student at the time of registration

***PLEASE SEE THE REVERSE SIDE FOR PROGRAM DESCRIPTION, REQUIREMENTS AND LIMITATIONS***

**ROCKLAND COMMUNITY COLLEGE HIGH SCHOOL PROGRAM**

**CERTIFICATION FORM**

Last Name _____ First Name _____

Social Security Number _____ Date of Birth _____

High School _____ Current Grade Level _____

Check One: Course(s) will be taken at the high school _____

Course(s) will be taken on SUNY Rockland's Campus or Extension Sites _____
(***PRINCIPAL CERTIFICATION & COURSE LIST REQUIRED FOR COURSES TAKEN ON SUNY ROCKLAND'S CAMPUS OR EXTENSION SITES – SEE REVERSE SIDE OF THIS FORM***)

**TO BE COMPLETED BY STUDENT AND PARENT OR GUARDIAN**

I have read, understood and agreed with the requirements, limitations and procedures of the Rockland Community College High School Program (RCCHSP). I also understand that registration in the RCCHSP will create a permanent academic history and transcript at Rockland Community College. I agree that SUNY Rockland may release my transcript to my high school without my written permission until I have graduated from high school. I also understand and agree that RCC reserves the right to notify my parents and high school if I become involved in any incident requiring disciplinary action.

Student Signature _____ Date_____

As the parent or guardian of the RCCHSP student, I too have read, understood and agreed with the requirements, limitations and procedures of the Rockland Community College High School Program (RCCHSP). I also understand and agree with the creation of a permanent academic history and transcript at SUNY Rockland for my child, the release of my child's transcript to the high school until my child's graduation, and the right of the College to notify me if my child becomes involved in any incident requiring disciplinary action. I also understand that some courses may deal with adult content subject matter.

Parent or Guardian's Name (Please Print) _____

Parent or Guardian's Signature_____ Date_____

**ROCKLAND COMMUNITY COLLEGE HIGH SCHOOL PROGRAM**

**CERTIFICATION FORM**

**This side of the Certification Form is required ONLY if the student will be taking classes on the SUNY Rockland Campuses in Suffern, Haverstraw or Spring Valley. This side is not required for students taking RCC courses at their high school.**

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**TO BE COMPLETED BY HIGH SCHOOL PRINCIPAL**

Student's Name _____ is a student in good academic and disciplinary

standing at _____ High School.

Signature of High School Principal (or designee) _____ Date_____

---

**TO BE COMPLETED BY THE STUDENT**

LIST ANY COURSE(S) THAT YOU WISH TO TAKE AS PART OF THE ROCKLAND COMMUNITY COLLEGE HIGH SCHOOL PROGRAM

| COURSE TITLE | COURSE NUMBER | SEMESTER |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

# Appendix D

# Academic Program Review 6-Year Calendar

# Academic Program Review - 6 Year Calendar

| 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| **Academic Affairs** | | | | | |
| **AAS Degrees: Occupational Therapy Assistant** | AA Degrees: Liberal Arts & Science - Humanities & Social Science | AAS Degrees: Graphic Design & Computer Graphics | AA Degrees: Performing Arts | **Speech** | **CPPD** |
| AAS Degrees: Electronic & Computer Technology | AAS Degrees: Automotive Technology | AA Dgrees: Communication Media Arts | Certificate Programs: Business Studies | **Physical Education** | **Multimedia Center** |
| Certificate Programs: Computer-Assisted Design CAD | AS Degrees: Liberal Arts & Science - Math & Science | AS Degrees: Fine Arts | AS Degrees: Business-Business Administration | Certificate Programs: Fitness Specialist | AAS Degrees: Hospitality & Tourism |
| Certificate Programs: Electronic & Computer Technology | AA Degree: Liberal Arts Math & Science | AS Degrees: Photography | AAS Degrees: Business Entrepreneurship | Certificate Programs: Early Childhood Development | AA Degrees: Elementary Ed Pre-K - 6 |
| AAS Degrees: Computer Support Services | A. S. Degree Physical Education Studies | AAS Degrees: Fire Protection Technology | AS Degrees: Business Entrepreneurship | Certificate Programs: Business-Office Technologies | Certificate Programs: Culinary Arts |
| **AS Degrees: Criminal Justice-Police** | **CETL** | **M/TS; Business Honors (MgD)** | Certificate Programs: Business Entrepreneurship | AAS Degrees: Business-Office Technologies | |
| **AAS Degrees: Paralegal Studies** | **Library/Learning Resource Center** | **PDA** | AAS Degrees: Business Accounting | Certificate Programs: Bookeeping/Office Administration | |
| AAS Degrees: Computer Networking | **English, English Skills, ESL** | **Tutoring Center** | AAS Degrees: Business Administration | | . |
| **A.S. Degrees Nursing** | **Foreign Language** | **Writing Center** | AAS Degrees: Business Marketing | | . |

# Academic Program Review - 6 Year Calendar

| 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| **Academic Affairs** | | | | | |
| Certificate Programs: Computer Info systems/Computer Support | **Science** | | **Social Sciences (Anthro, Geo, Hist, Pol Sci, Soc)** | | . |
| AAS Degree: Emergency Med Technician-paramedic | **Distance Learning/ Instructional Technology** | | **Social Science: Philosophy, Religion, Psychology** | | |
| AS Degrees: Computer Information Systems | **Math, Math Skills** | | | | |
| **Certificate Programs: Paralegal studies** | | | | | |
| **Life Skills** | | | | | |

**# Indicates Completed**

**# Indicates no SUNY Report or External Review Needed**

# Appendix E

# Revised Academic Planning Form 2010 - 2011

# Academic Master Planning

2010 – 2011

**Department:** _____

**Department Vision:** To create an umbrella of opportunities for students in the area of Information Technology that would include CAD, ELT and Technology Studies

| Department Goals | Related Institutional Goals | Actions | Date | Needs |
|---|---|---|---|---|
| | | | | |
| To design and implement an AS Degree in Technology Studies | | Core courses to include: CSP 101; MGT 107; BUS/PHL 260; ECO 210; MGT 150; BUS 108<br><br>Elective courses to include: AUT, CAD, CNE, ESP, ELT, ENR (21 credits)<br><br>Form B to Curriculum Committees<br><br>Submission of Form B to SUNY for approval | <br><br><br><br><br><br><br>FA 2009<br><br><br>SP 2010 | <br><br><br><br>3 hours release time for Dept Chair |
| | | | | |
| To update current CAD offering with the workforce to include an animation component | | Collaborate with Art Dept faculty in design of animation component<br><br>Hire adjunct with expertise in animation<br><br>Determine projected program equipment & space<br><br>Develop program proposal and run through curriculum proposal process | SP 2010<br><br><br><br><br><br>SP 2011<br>FA 2011 | Release time for Art Dept faculty member<br><br>Stipend/hourly rate for adjunct<br><br>Updated software; 12 new computers; computer classroom |
| | | | | |

| | | | | |
|---|---|---|---|---|
| Create a more modern ELT program that includes robotics and renewable energy | | Research renewable energy programs (workforce and other community colleges)<br><br>Train current faculty in robotics | FA 2009<br><br>FA 2009 | Release time for Dept Chair<br><br>Cost of training; Cost for robotics equipment |
| | | | | |
| Market all programs presented under one umbrella | | Develop brochures with Campus Communications<br><br>Setup schedule and target audience to market the umbrella program<br><br>Collaborate with Admissions in reaching out to local high schools | SP 2011<br><br>SP 2011<br>FA 2011 | Brochure cost |
| | | | | |

| **Projected Outcomes** |
|---|
| |
| Increased enrollment in current CAD and ELT courses |
| Opened lines of communication with Admissions and Campus Communications |
| A terminal degree within this program will provide more employment opportunities in this or a related field within six months of graduation from RCC |
| Transfer to a 4 year college will provide junior status as a graduate from RCC |
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# Appendix F

# Academic Affairs Strategic Planning 2009 - 2010

# Academic Master Planning

2010 – 2011

**Department:** _____

**Department Vision:** To create an umbrella of opportunities for students in the area of Information Technology that would include CAD, ELT and Technology Studies

| Goals | Actions | Date | Needs |
|---|---|---|---|
| | | | |
| To design and implement an AS Degree in Technology Studies | Core courses to include: CSP 101; MGT 107; BUS/PHL 260; ECO 210; MGT 150; BUS 108<br><br>Elective courses to include: AUT, CAD, CNE, ESP, ELT, ENR (21 credits)<br><br>Form B to Curriculum Committees<br><br>Submission of Form B to SUNY for approval | <br><br><br><br><br><br>FA 2009<br><br>SP 2010 | <br><br><br><br>3 hours release time for Dept Chair |
| | | | |
| To update current CAD offering with the workforce to include an animation component | Collaborate with Art Dept faculty in design of animation component<br><br>Hire adjunct with expertise in animation<br><br>Determine projected program equipment & space<br><br>Develop program proposal and run through curriculum proposal process | SP 2010<br><br><br><br><br><br>SP 2011<br>FA 2011 | Release time for Art Dept faculty member<br><br>Stipend/hourly rate for adjunct<br><br>Updated software; 12 new computers; computer classroom |
| | | | |

| | | | |
|---|---|---|---|
| Create a more modern ELT program that would include robotics and renewable energy | Research renewable energy programs (workforce and other community colleges)<br><br>Train current faculty in robotics | FA 2009<br><br>FA 2009 | Release time for Dept Chair<br><br>Cost of training; Cost for robotics equipment |
| | | | |
| Market all programs presented under one umbrella | Develop brochures with Campus Communications<br><br>Setup schedule and target audience to market the umbrella program<br><br>Collaborate with Admissions in reaching out to local high schools | SP 2011<br><br>SP 2011<br>FA 2011 | Brochure cost |
| | | | |

| **Projected Outcomes** |
|---|
| |
| Increased enrollment in current CAD and ELT courses |
| Opened lines of communication with Admissions and Campus Communications |
| A terminal degree within this program will provide more employment opportunities in this or a related field within six months of graduation from RCC |
| Transfer to a 4 year college will provide junior status as a graduate from RCC |
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# Appendix G

# PowerPoint

# Appendix H

# Glossary of Acronyms

# Glossary of Acronyms

| | |
|---|---|
| AMP | Academic Master Plan |
| ASE | Automotive Service Excellence |
| ASHA | American Speech Language Hearing Association |
| BOCES | Board of Cooperative Educational Services |
| CAD | Computer Assisted Design |
| CCSSE | Community College Survey of Student Engagement |
| CETL | Center for Excellence in Teaching & Learning |
| CEU | Continuing Education Unit |
| CNE | Computer Networking |
| CNSS | Committee on National Security Systems |
| CPPD | Center for Personal & Professional Development |
| CRJ | Criminal Justice |
| CUNY | City University of New York |
| ELT | Electronic Technology |
| EMS | Emergency Medical Service |
| ESL | English as a Second Language |
| FTE | Full Time Equivalent |
| HVEC | Hudson Valley Educational Consortium |
| IPED | Integrated Postsecondary Education Data System |
| IR | Institutional Research |
| MGD | Management Development |
| M/TS | Mentor/ Talented Student |
| NATEF | National Automotive Technicians Education Foundation |
| NCA | National Communication Association |
| NCLEX | National Council Licensure Examination |
| NSSE | National Survey of Student Engagement |
| NYSSA | New York Society of Security Analysts |
| OFT | Office Technologies |
| OTA | Occupational Therapy Assistant |
| HVEC | Hudson Valley Educational Consortium |
| PLG | Paralegal |
| RCC | Rockland Community College |
| RCCHSP | Rockland Community College in the High School Program |
| SASS | Student Academic Support Services |
| SUNY | State University of New York |
| SWOC | Strengths, Weaknesses, Opportunities, Challenges |
| WIB | Workforce Investment Board |