

STRATEGIC PLANNING DOCUMENT

2009-2010

Maximizing opportunities for access, readiness and college success

- *Recent high school graduates*
- *Re-entering adult learners*
- *Out of school learners*

Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness

Acknowledgements

This Planning Document would not be possible without the help of many people throughout the College community. All the deans, directors, academic department heads and program chairs make major contributions.

Sincere thanks to all of you.

Note: The Strategic Planning Document is available electronically.
It can be accessed through the Dutchess Community College myDCC portal
using the following steps:

- 1) Click on Working at DCC
- 2) Click on Documents
- 3) Click on Institutional Research, Planning Forms and Documents
- 4) Click on Strategic Planning Documents

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1.0 Introduction and History

Dutchess Community College, for the first 25 years of its existence, enjoyed a period of steady growth in a relatively stable environment. In the mid-1980s, enrollment declined for the first time and the external environment began to change rapidly. At that time, the College embarked on a comprehensive planning process. Prior to 1984, individual departments did their own planning, which was taken as a totality to provide the college plan.

Starting in the mid-1980s, DCC embarked on a number of formal planning initiatives which resulted in annual planning documents:

1984-85	Comprehensive Planning Process
1984-85	The Consensus Plan
1985-86	Comprehensive Plan
1986-87	A Summary of Departmental Planning Objectives
1987-88	Planning for Quality at Dutchess Community College
1988-89	Planning for Quality at Dutchess Community College
1989-90	Interim Operational Planning Summary
1990-91	Interim Operational Planning Summary
Fall 1990	DCC Strategic Plan for 1991-93
1991-92	Planning Committee Guidebook
1992-93	Planning Handbook and Budget Cycles
1993-94	Planning Document, objectives only
1994-95	Planning Document, objectives and status reports
1995-96	Planning Document, objectives and status reports
1996-97	Planning Document, objectives and status reports
1997-98	Planning Document, objectives and status reports
1998-99	Planning Document, objectives and status reports
1999-00	Planning Document, objectives and status reports
2000-01	Planning Document, objectives and status reports
2001-02	Planning Document, objectives and status reports
2002-03	Planning Document, objectives and status reports
2003-04	Planning Document, objectives and status reports
2004-05	Planning Document objectives and status reports
2005-06	Planning Document objectives and status reports
2006-07	Planning Document objectives and status reports
2007-08	Planning Document objectives and status reports
2008-09	Planning Document objectives and status reports
2009-10	Planning Document objectives and status reports

The current Planning Process model has been used since 1993. At that time, DCC built on the lessons of the past to design a Planning Process that would meet its planning needs, would be easy to understand, and would utilize existing administrative structures.

DCC's Planning Process has several key features:

- **Strategic Nature.**
The Planning Process is driven and guided by the Strategic Direction of the College. At each phase of the Planning Process, the Strategic Direction is considered.
- **Focus.**
The Planning Process focuses on a small number of objectives. Usually only two College Objectives are chosen. This permits maximum recognition and allows the College to concentrate its efforts in a very effective way.
- **Broad participation.**
The Planning Process involves a broad range of the college community, not just one dean or department (see Participants, section 4.1). This inclusion of a wide variety of viewpoints ensures a final plan that addresses the needs of the entire college community and will be supported by the entire college community.
- **Continuity.**
Although each academic year has its own planning cycle, these cycles overlap for several months. At the same time that the accomplishments of the prior year are being evaluated, objectives are being set for the new year. This provides a natural progression from year to year.
- **Use of existing college structures.**
This is critical for the acceptance and success of the Planning Process. With the exception of the Stakeholders group, no new college infrastructures were created to support the Planning Process. The majority of the planning is accomplished during pre-existing meetings and by pre-existing groups. For example, all academic departments produce an Annual Report. The Planning Document Status Reports are an integral part of these Annual Reports.
- **Multi-year approach.**
The Planning Process is driven by the Strategic Direction of the College which extends for three to five years in the future. Although specific activities which can be accomplished in one year make up the major portion of the Planning Objectives, these are all chosen with an eye on the Strategic Direction of the College.

2.0 Values and Mission

2.1 Values Statement

The Dutchess Community College Values Statement was developed in an effort to express and emphasize the actions and activities that should take place daily on our campus. The Values provide a guide for the quality of education offered here, as well as a standard measure for the future efforts of faculty, staff, and administration. The Values Statement, combined with the Mission of the College, define and reinforce the type of service Dutchess Community College is committed to providing to Dutchess County and the Mid-Hudson Region. The DCC Values are:

Excellent education and service: We keep our programs strong and updated. We set and adhere to reasonable and appropriate standards. We assess how well we are doing and make needed changes. The College's basic challenge is to continue the tradition of excellence in education and service that has always been a hallmark of Dutchess Community College.

Caring attitude: We show a genuine concern for our students: how they learn, mature and develop. The caring attitude exhibited by faculty and staff is extremely important to our students' success. Most of our graduates remember fondly people at Dutchess Community College who had an impact on their lives. This caring attitude also helps to define how we are perceived by those we serve, and in this sense contributes to our reputation.

Innovation: We make a conscious effort to ensure that what we do is appropriate for the times and circumstances. Innovation includes the implementation of new and creative teaching methods as well as the use of technology to achieve efficiency and effectiveness.

Pride: We strive to create an atmosphere in which all members of the College community have a sense of personal dignity and worth. Pride is related to self-respect and a desire for excellence. It establishes a tone and level of expectation that becomes the foundation for success. A college that achieves distinction has a right to be proud.

Reputation: We desire to be held in high regard and esteem by others. A good reputation is hard to acquire, and it must be earned again and again. The way others view us is important to our success. Integrity, which is being honest and doing what we say we are going to do, is an essential component of earning and keeping a good reputation.

The Board of Trustees adopted these Values on July 11, 1995.

2.2 Mission Statement

The mission of the College is a statement of purpose, the basic foundation upon which Dutchess Community College is built. The Strategic Direction of the College emanates from this mission. The mission as stated in the College Catalog is:

The mission of Dutchess Community College is to provide open access to an affordable, quality post secondary education to citizens of Dutchess County and others. As a comprehensive community college, DCC offers college transfer and occupational/technical degree programs, certificate programs, lifelong learning opportunities, and service to the community. The College provides educational experiences that enable qualified students to expand their academic capabilities and further develop thinking and decision making skills. By providing a full collegiate experience, the College seeks to ensure that all students achieve their individual potential.

2.3 Institutional Goals

The continuing institutional goals of Dutchess Community College have been reviewed by faculty, administration, and Trustees of the College. They are as follows:

To provide courses and programs to prepare students for transfer to four-year colleges and universities, as well as to prepare students for employment.

To offer educational programs that provide for the acquisition of general knowledge and basic skills supporting opportunities for flexible, lifelong learning.

To provide non-credit vocational, professional, and self-development courses and programs, and to offer public service activities for the community.

To provide student support services to help students achieve their individual potential and participate in a full collegial experience by providing career, academic and personal counseling.

To assess the competencies of incoming students and provide an academic experience that will afford all students the opportunity to be successful.

To maintain a policy of open access supported by outreach efforts to attract a diverse student population and offer continued support to ensure a diverse college community.

To maintain an environment in which students recognize their social and political responsibilities to the community, the nation, and the world.

To provide an intellectual and physical environment conducive to inquiry, expression and learning.

To promote effective communication that creates and maintains trust and respect within the college community.

To provide opportunity for participation in college governance by members of the college community.

To maintain excellence in teaching, learning, and administration by providing opportunities for professional development.

To continually monitor and evaluate institutional effectiveness.

To provide the local community with access to college sponsored cultural, intellectual and recreational activities.

To encourage a recognition and understanding of personal and cultural differences.

3.0 Institutional Assessment and Benchmarking

3.1 *Definition of Institutional Assessment*

Institutional assessment involves close analyses of the education and services provided by a college, as well as monitoring and improving student learning. Outcomes assessment is the process that not only monitors what and how well students learn, but it also measures the effectiveness of the institution in providing effective learning opportunities. These opportunities must include the dissemination and understanding of core indicators of effectiveness objectives and student support strategies as well as the consistent application of high academic standards.

Overall, such an on-going student outcomes assessment process works to improve institutional effectiveness. This process uses multiple measures of valid, reliable, and relevant assessment procedures, both quantitative and qualitative, to monitor and improve courses, services, and program core indicators of effectiveness. The data collected over time provides information for curriculum reform, broad-based planning, resource allocation, organizational leadership, institutional governance, and staff and student development. This information is used to improve instruction, student and community services, and to certify academic excellence for our students and constituencies.

Core Indicators of Effectiveness are broad measures that act as important gauges of institutional effectiveness. Core Indicators' trends are tracked, analyzed over time, and eventually compared with peer colleges in order to establish benchmarks. Core Indicators of Effectiveness results are publicly shared within the context of celebrating accomplishments and identifying areas needing improvement.

The following tables showing how effective DCC is in a number of Core Indicators:

3.1.01

Student Progress

Core Indicator: Persistence (Fall to Fall)

Cohort: New Full-Time Students, Falls 1999-2008

Full-Time Student Start Semester	Count of New Full-Time Students	Count that Re-Enrolled in the Following Fall	Percent that Re-Enrolled in the Following Fall	National Fall to Fall (First Year to Second Year) Re-Enrollment Percents
Fall 1999	939	599	63.8%	51.6%
Fall 2000	891	567	63.6%	51.6%
Fall 2001	1,040	666	64.0%	52.8%
Fall 2002	1,013	628	62.0%	51.3%
Fall 2003	1,298	809	62.3%	51.6%
Fall 2004	1,253	767	61.2%	52.5%
Fall 2005	1,174	731	62.3%	51.4%
Fall 2006	1,162	723	62.2%	53.7%
Fall 2007	1,254	975	78.0%	53.7%
Fall 2008	1,620	*	*	*

ACT Data Files for Two-Year Public Colleges, www.act.org/path/policy/pdf/retain_trends.pdf

ST0110: FTFT.

**There is a lag in the availability of this data*

Student Progress

Core Indicator: Persistence After Transfer

Persistence of Full-Time Transfer Students to a SUNY Senior Institution	Full-Time Transfer Out Fall 2006	2006 Transferred w/Associates Degrees		Fall 2007 Still Enrolled		After One Year in SUNY Senior Institution By Student Level in Fall 2007 # and % Still Enrolled			
		#	%	#	%	Freshman	Sophomore	Junior	Senior
						% #	% #	% #	% #
Dutchess	273	154	56.4%	218	79.85%	0.5% 1	6.9% 15	29.8% 65	62.8% 137
Orange	155	78	50.3%	130	83.87%	0.8% 1	10.0% 13	39.2% 51	50.1% 65
Rockland	182	86	47.3%	138	75.82%	1.5% 2	6.5% 9	44.2% 61	47.8% 66
Sullivan	63	36	57.1%	45	71.43%	2.2% 1	13.3% 6	33.4% 15	51.1% 23
Ulster	136	77	56.6%	106	77.94%	0.0% 0	4.7% 5	50.0% 53	45.3% 48
Westchester	188	77	41.0%	148	78.72%	1.4% 2	16.9% 25	35.1% 52	46.6% 69

Source: SUNY Office of Institutional Research, Fall 2006 - Fall 2007 (Most recent data available).

3.1.03

Student Progress

Core Indicator: Degree Completion Rates
for First-Time, Full-Time Associate Level Students

Fall 2005 Cohort

	<u>Grads within Three Years</u>	<u>SUNY Transfers (Without a Degree)</u>	<u>Non-SUNY Transfers (Without a Degree)</u>	<u>Grads from other Instit.</u>	<u>Persisters Enrolled Fall 2008</u>	<u>Total Successful Educational Outcomes</u>	<u>Attrition</u>
Dutchess	21.25%	11.28%	10.37%	0.52%	16.20%	59.62%	40.38%
Orange	15.55%	9.40%	9.14%	0.45%	17.94%	52.48%	47.52%
Rockland	17.82%	10.38%	11.85%	0.44%	18.68%	59.17%	40.83%
Sullivan	16.95%	13.04%	22.60%	0.68%	3.47%	56.74%	43.26%
Ulster	18.93%	15.24%	8.08%	1.17%	12.24%	55.66%	44.34%
Westchester	10.76%	6.10%	16.81%	0.47%	20.15%	54.29%	45.71%

source: SUNY Office of Institutional Research "Successful Educational Outcomes" Report, Fall 2005 cohort, Status as of Fall 2008.

3.1.04

Graduation Rates

Core Indicator: Graduation Rates in Comparison to 37 Large Public Community Colleges in the Northeast

Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2008); graduation rate and transfer-out rate (2005 cohort)

	Dutchess Community College	Comparison Group Median*
Graduation rate cohort as a percent of undergraduates	19%	16%
Graduation rate cohort as a percent of total entering students	60%	51%
Graduation rate, overall	21%	13%
Transfer-out Rate	22%	20%

Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2004 cohort

	Dutchess Community College	Comparison Group Median*
Normal time	9%	4%
150% of normal time	21%	14%
200% of normal time	28%	19%

Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2005 cohort

	Dutchess Community College	Comparison Group Median*
Graduation rate, Overall	21%	13%
Black or African American	11%	7%
Hispanic/Latino	12%	9%
White	23%	15%

Source: U.S. Dept. of Education, National Center for Education Statistics, IPEDS: Spring 2009 Graduation Rates component. *(N=37)

3.1.05

Workforce Development

Core Indicator: Client Assessment of Programs and Services

	Percent	
	Your Institution	Comparison Colleges
Overall impression of quality of education at this college		
Item Average	3.89	3.73
(quality scale: 5=Very High, 4=High, 3=Average, 2=Low, 1=Very Low)		

	Satisfaction Average	
	Your Institution	Comparison Colleges
How satisfied are you with this college in general?		
Item Average	4.16	4.00
(satisfaction scale: 5=Very Satisfied, 4=Satisfied, 3=Neither Satisfied nor Dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied)		

	Satisfaction Average	
	Your Institution	Comparison Colleges
Satisfaction with Services, Facilities, College Environment and Climate		
How satisfied are you with...		
Value of information provided by academic advisor(s)	3.66	3.76
Campus acceptance of individual differences	4.02	3.95
Quality of instruction	3.91	3.96

	Frequency Average	
	Your Institution	Comparison Colleges
How frequently have you... been satisfied with your academic experiences at this college?		
Item Average	3.82	3.76
(frequency scale: 5=Very Frequently, 4=Frequently, 3=Sometimes, 2=Rarely, 1=Never)		

source: SUNY Student Opinion Survey, Aug 2006, SUNY Mid-size Community Colleges

3.1.06

Student Recruitment

Core Indicator: Dutchess County Fall 2008 High School Grads

High School Name	H.S. Graduates				Applicants				Registered			
	count	college-bound 4yr	college-bound 2yr	college-bound 4yr + 2yr	count	as % of H.S. graduates	as % of all college- bound	as % of 2yr coll. bound ³	count	as % of H.S. graduates	as % of all college- bound	as % of 2yr coll. bound
Arlington	697	357	305	662	304	44%	46%	100%	230	33%	35%	75%
Beacon	227	76	130	206	123	54%	60%	95%	75	33%	36%	58%
Dover	114	49	55	104	56	49%	54%	102%	34	30%	33%	62%
Franklin D. Roosevelt	292	88	158	246	126	43%	51%	80%	96	33%	39%	61%
John Jay	422	203	194	397	192	45%	48%	99%	142	34%	36%	73%
Millbrook	81	39	35	74	31	38%	42%	89%	22	27%	30%	63%
Pawling	109	64	39	103	34	31%	33%	87%	16	15%	16%	41%
Poughkeepsie H.S.	172	74	60	134	90	52%	67%	150%	63	37%	47%	105%
Red Hook	152	94	44	138	48	32%	35%	109%	31	20%	22%	70%
Rhinebeck	103	66	30	96	35	34%	36%	117%	18	17%	19%	60%
Roy C. Ketcham	391	143	203	346	211	54%	61%	104%	166	42%	48%	82%
Spackenkill	165	97	52	149	49	30%	33%	94%	42	25%	28%	81%
Stissing Mountain	88	39	39	78	31	35%	40%	79%	22	25%	28%	56%
Webutuck	68	27	31	58	25	37%	43%	81%	15	22%	26%	48%
	3,081	1,416	1,375	2,791	1,355	44%	49%	99%	972	32%	35%	71%

note: 1. H.S. graduates include Aug. 2007, January and June 2008.

2. There are some applicants with unknown or missing high school. If these are county h.s. grads, then the capture rate would increase.

3. A possible cause for numbers exceeding 100% could be that--in addition to "2-yr college bound students"--some "4-yr college bound students" also apply to DCC.

sources: Graduates NYSED website, NYS School Report Card, Comprehensive Information Report.

3.2 Definition of Benchmarking

Benchmarking is the process of identifying, sharing, and using best practices to improve administrative processes and allows an institution to determine who amongst its peers is the best, who sets standards, and what those standards are. Benchmarks allow institutions the opportunity to make appropriate and useful comparisons between their performance and that of other groups of similar colleges.

Compared to the other SUNY community colleges in the region, DCC performed well on several important indicators.

1. **TUITION:** DCC currently has the lowest tuition of any other community college in the surrounding counties. In addition, the College's tuition is the lowest of any college or university in the state. (3.2.01)
2. **EFFECTIVE EDUCATIONAL PRACTICES:** DCC outperforms the Mid-Hudson Group of peer institutions—and, in fact, all SUNY Colleges as a group, as evidenced in the Community College Survey of Student Engagement (CCSSE), which utilizes the following benchmarks of effective educational practices(3.2.02) :

- Active & Collaborative Learning
- Academic Challenge
- Student-Faculty Interaction
- Student Effort
- Support for Learners

3. **ENROLLMENT:** DCC achieves the highest enrollment of all the community colleges in the region in terms of both headcount enrollment and state-funded FTE's. (3.2.03)
4. **CAPTURE RATE:** DCC captures a higher percentage of County residents as students than any of the community colleges in surrounding counties. (3.2.04)

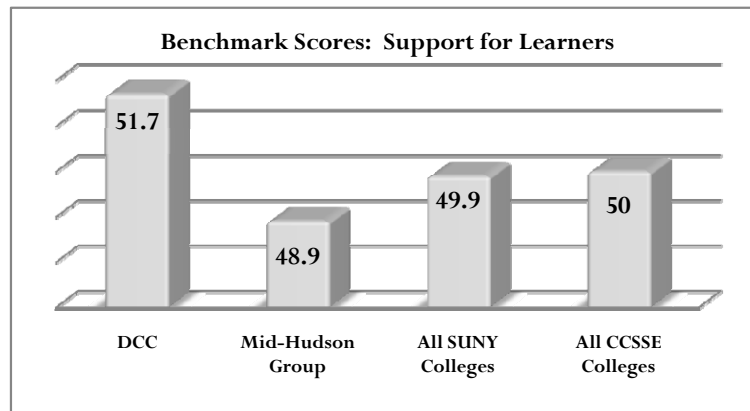
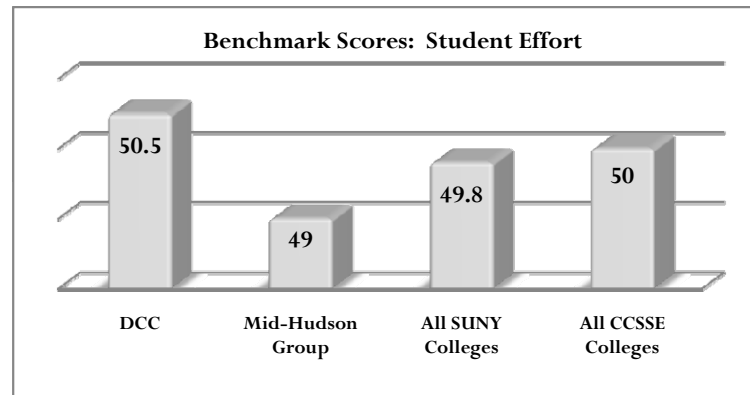
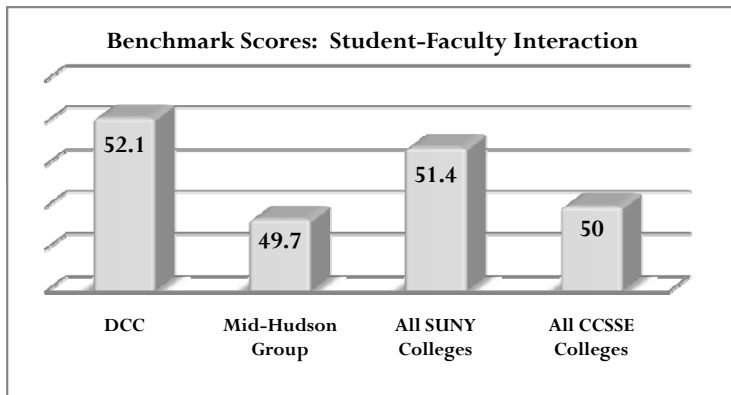
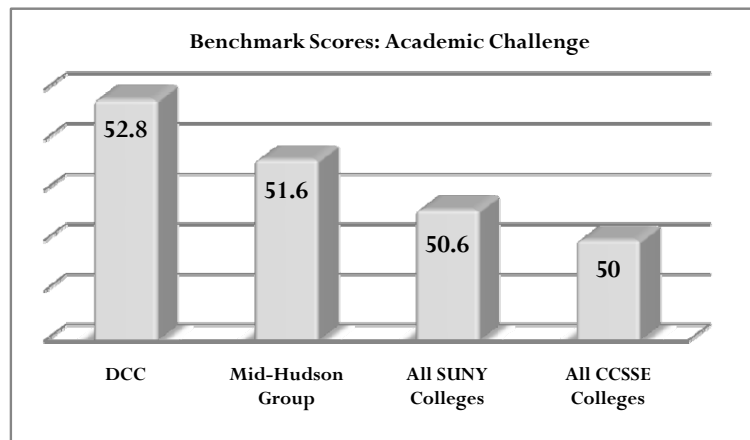
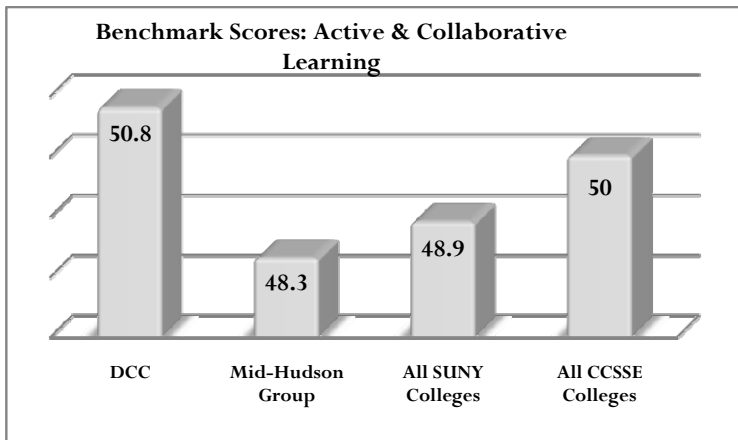
3.2.01

Tuition

Community College	Full-time Tuition 2009-2010	Part-time Tuition 2009-2010
Dutchess	\$2,900	\$121/credit hour
Rockland	\$3,425	\$142/credit hour
Columbia-Greene	\$3,312	\$138/credit hour
Orange	\$3,500	\$146/credit hour
Sullivan	\$3,704	\$145/credit hour
Ulster	\$3,620	\$135/credit hour

Source: SUNY Finance Office, College websites.

2009 Community College Survey of Student Engagement Effective Educational Practice Benchmark Results



Mid-Hudson Group consists of Orange County Community College, Rockland Community College, Ulster County Community College, and Westchester Community College.

Mid-Hudson Valley SUNY Community Colleges Benchmarking Comparisons

3.2.03

Enrollment

Community College	Headcount Enrollment Fall 2008 (1)			State Funded FTE 2008-2009 (2)
	Full-time	Part-time	Total	
Dutchess	4,447	4,055	8,502	6,461.5
Rockland	4,315	2,672	6,987	6,057.6
Orange	3,653	3,110	6,763	4,669.2
Ulster	1,766	1,532	3,298	2,257.8
Columbia-Greene	997	842	1,839	1,360.5
Sullivan	1,056	628	1,684	1,293.1

3.2.04

Capture Rate

Community College	Total Population 2008 (3)	Total Resident FTE 2007-2008 (4)	% of Population Enrolled
Dutchess	292,878	4,874.5	1.665%
Rockland	298,545	4,542.2	1.532%
Ulster	181,670	1,847.5	1.016%
Sullivan	76,189	760.4	0.997%
Orange	379,647	3,758.0	0.996%
Columbia-Greene	110,998	1,066.2	0.955%

- (1) SUNY IR (G. Blose), Fall 2008 Headcount Enrollment as of November 30, 2009.
 (2) SUNY IR (P. Brickman), 2008-09 Community College Annual FTE as of December 1, 2009.
 (3) U.S. Census Bureau 2008 Estimated Census Data (<http://quickfacts.census.gov>)
 Note: Most recent information available.
 (4) SUNY Community College Annual Report Summary, "Sponsor Resident FTE", DCC Admin; IR SMRT.
 Note: FTE Resident Enrollment is for 2007-2008.

4.0 Strategic Planning

4.1 Definition of Strategic Planning

Dutchess Community College recognizes that strategic planning is a core part of institutional assessment. A comprehensive strategic planning cycle is instrumental in setting the strategic direction for the College, as well as providing a process for self-evaluation and improvement.

Although there are numerous definitions of Strategic Planning, Dutchess Community College uses a simple, yet powerful, definition. Strategic Planning is a process used to address the areas of:

- Institutional Identity: Who are we?
- Current Environment: Where are we now?
- Future Vision: Where do we want to be in 3 to 5 years?
- Planning: How will we get there?
- Strategic Issues and Institutional Assessment: How will we know if we are making progress?

4.1.01 Institutional Identity

In terms of institutional identity, Dutchess CC has a Mission Statement (see section 2) that answers the basic question of "Who Are We?" In addition, in 1995, the Board of Trustees adopted a Values Statement to further articulate the identity and to provide a guide for the quality education offered here.

4.1.02 Current Environment

The current environment of the college ("Where are we now?") is monitored continually by the President and the Cabinet. This effort is formalized at the end of the Planning Cycle when the Status Reports on the prior year's Objectives are reported. Another routine check of the current environment takes place at the weekly Strategic Enrollment Management meeting. At this meeting, the College's current position is analyzed and measured in respect to the College's Strategic Direction. For example, if part of the strategic plan is to increase the enrollment of part-time students, then this weekly meeting is a convenient way to monitor progress. This meeting also provides an opportunity to identify unmet needs, review related data, and determine if and how the College should respond. Additionally, the weekly meeting makes it possible to respond quickly to changes in the environment.

4.1.03 Future Vision

"Where do we want to be in three to five years?" This question is addressed each summer at the Cabinet retreat.

The long-term vision for Dutchess Community College is to continue to be the college of choice for the residents of Dutchess County. Also, Dutchess Community College will be recognized as the premier community college in the Mid-Hudson Valley.

The College has gathered data related to both goals:

College of Choice for the Residents of Dutchess County

For the fall 2008 semester, 44% of all graduates from Dutchess County public high schools applied to Dutchess Community College, and 32% attended. Of the high school graduates who enrolled in four-year or two-year colleges after graduation, 35% came to DCC. It is clear that Dutchess Community College is the college of choice for the graduates of Dutchess County high schools. The results of the last study conducted by the State Education Department on college attendance revealed that 71% of all Dutchess County residents who attend a two-year college enroll at DCC.

Premier College in the Mid-Hudson Valley

Dutchess Community College has been collecting data comparing the five community colleges in the Mid-Hudson Valley region on key indicators. Dutchess Community College has the highest enrollment of all of the community colleges. Also, in calculating the percentage of resident students to the total population of the county, DCC has the highest penetration rate of the community colleges in the region. Further, DCC has the lowest tuition of the colleges in the area. Finally, the results of the 2006 SUNY Student Opinion Survey most recent data available indicated that DCC students are more satisfied with their education than the students at other area community colleges.

Dutchess Community College will continue to collect and analyze pertinent data related to this long term vision for the College.

4.1.04 Planning

Planning is necessary to maintain, support, and improve the College's programs and services, as well as to ensure resources are allocated appropriately. It is essential in determining the path to get where the College wants to be in three to five years. In fact, the entire Strategic Planning Process is based on the need to plot a course that will lead in the Strategic Direction that has been identified.

4.1.05 Strategic Issues

Through the annual Cabinet Retreat, the priority Strategic Issues was identified. These issues were discussed with and affirmed by the Board of Trustees.

- Access: open admission policy, low tuition, GED, remediation programs
- Student Success: retention, graduation rates, academic support services
- Facilities: condition, utilization
- Technology: academic and administrative computer support, website, etc.
- Reputation: student opinion survey results, community opinion
- Community Services: workforce training and cultural activities offered to community residents/businesses
- Assessment: academic and institutional excellence, striving to be the best we can be
- Efficiency: monitoring operating expenses and energy use
- Improvement: addition of new programs, staff development

4.1.06 Strategic Planning and Institutional Assessment

The strategic planning process is an integral component of institutional assessment, and although there is a set cycle for developing objectives and assessing outcomes, assessment is an inherent part of the on-going activities of the College. The following outlines the annual planning cycle, which is communicated to everyone involved in the planning process.

The annual college-wide objectives are identified at the Stakeholders group meeting in March. Each year, two college-wide objectives are adopted, one being rolled over from the previous year. In April, the college-wide objectives are announced to the college community. At that time, if funding is available, DCC Foundation Mini-Grant applications are distributed, and Mini-Grant projects that will address the college-wide objectives are encouraged.

In July, the President's Cabinet holds a two-day planning retreat. The Cabinet considers various environmental influences, both internal and external, that may impact the College. Also, the Cabinet identifies and discusses strategic issues that the College will face over the next three to five years.

Importantly, the Cabinet determines budget priorities for the next two fiscal years related to the identified needs of the College and the College's goals and objectives to ensure that adequate resources are available.

As an integral part of the institutional assessment process, the deans meet with their staff to develop division and department objectives for the coming year. Using assessment strategies as a guide, objectives are determined by 1) identifying a need for and/or reviewing data regarding the proposed objective, 2) completing an analysis to determine if the objective should be included in the Annual Strategic Plan, 3) developing the objective for inclusion in the Annual Strategic Plan, and 4) reporting on the results of the actions taken. The objectives for the divisions of Administration, Student Services and Community Services are completed by the end of August. The objectives for academic departments are identified in the early fall after faculty have returned to campus.

In October, the Strategic Planning Document for the year is published by Office of Institutional Research, Planning and Assessment. Finally, the Strategic Planning Document is presented to the Professional Staff Organization at its November meeting and to the Board of Trustees.

Throughout the year, each division and department takes the necessary steps to reach the objectives that have been set. As part of the strategic planning cycle, divisions and departments report on whether or not the objectives have been attained. This information is included in the following year's Annual Strategic Plan.

4.2 Environmental Influences

This part of the strategic planning process considers the context in which the college will be operating for the next three to five years.

4.2.01 External Influences/Environmental Scan

The Environmental Scan identifies the key external influences that help shape many of the institution's plans and goals. Specifically, the Environmental Scan looks at social/demographic, economic, technological, academic, and political/legal trends.

Social/Demographic Trends

1. The increasing diversity of the population will continue. The Hispanic/Latino population is now the fastest growing minority group in DCC's student body and in Dutchess County, reflecting national trends.
2. New York State Dept. of Education predicts a shortage of education professionals in New York State, in large part due to the impending retirement of baby boomers from the teaching profession.
3. Students are entering college with an increasing number of college credits already earned while in high school. Large numbers of students are arriving with several college credits earned during high school, but an increasing number of *underprepared* students are arriving at college as well.
4. Public concern related to safety, security, crime and alcohol issues have heightened awareness of personal risk issues on college campuses.

Economic Trends

1. The U.S. economy faces numerous difficulties, including uncertainty and volatility in the financial markets, a weak dollar internationally, growing fears of both inflation and recession, the credit crisis, and low consumer confidence.
2. Consumer spending continues to erode regionally and nationally, as households face widespread financial pressures, including higher costs for many goods and services, higher unemployment, declining housing values, tighter credit, and the shrinking value of their investments and retirement funds.

3. Nationwide, one in seven homeowners who hold a mortgage is now either late on at least one mortgage payment or already in foreclosure. Speculation suggests that it is the housing market, contrary to the usual employment market, that will be last to recover from the recession.
4. Growth in the per capita income in the county has stalled over the last five years. Some data suggests that workers in the Hudson Valley are taking on extra jobs to make ends meet.
5. The number of unemployed in the State is at 872,000—the highest level on record. (Current data extends back to 1976.) The unemployment rate in New York State reached 9.0% in October 2009, its highest level in over 25 years. (Data is seasonally adjusted.) However, this is lower than the 10.2% unemployment nationwide. The unemployment rate in Dutchess County, while not calculated on a seasonally adjusted basis, compares favorably to state and national data.
6. Overall, the total number of non-farm jobs in New York State shrank by another 241,900 jobs (-2.7%). Education and Health Services were the only major sectors to add jobs in the State in the past 12 months. The rate of decline in the number of non-farm jobs was somewhat lower in the Poughkeepsie-Newburgh-Middletown Metropolitan Area (-2.2%).

Technological Trends

1. Virtually all of the “Net Generation” has access to computers--the hardware, that is. However, the digital divide continues to widen regarding access to wireless and broadband (high-speed) internet connections.
2. With almost constant access and exposure to the new stream of communication formats, students bring expectations and experiences that lead to changing qualities like shortened attention spans.
3. Increasingly, college campuses are taking steps to enhance technical literacy and create a campus culture that encourages faculty to use computers, smart devices, and other innovative tools in their curricula.
4. Classrooms are only one delivery mechanism in education, as use of online learning and blended learning continue to expand.
5. Institutions in higher education face demand for further investment in the use of educational and operational technologies.

Academic Trends

1. Students are enrolling at public schools and two-year schools in record and near record numbers, driven by the sustained broad-based economic downturn, and supported by the government's economic stimulus package.
2. Emphasis on college and university accountability continues to require more outcomes assessment, benchmarking, and institutional research.
3. There is a greater interdependence between two-year and four-year institutions as the numbers of transfer students increase.
4. Flexible, alternative methods of and locations for delivering academic programs will become more common in higher education.
5. More high school seniors want college credit courses integrated with the secondary school schedule and, therefore, will want to utilize DCC services.
6. The percentage of higher education students speaking English as a second language will increase.
7. Pressure to improve student retention rates is increasing.
8. There is a trend toward adding on-campus housing at Community Colleges in New York State.

Political/Legal Trends

1. The political climate continues to shift, as so-called "anti-incumbent fever" has grown in New York and the nation.
2. Locally, Republicans won back the legislature in Dutchess County.
3. Major budget shortfalls at all levels of government are driving significant mid-year cuts in public funding and services.
4. New York already has among the highest taxes nationwide. Tax and fee increases generally are hitting taxpayers at many levels. In the Hudson Valley this year the state added a payroll tax on businesses that are served by the Metropolitan Transportation Authority.

4.2.02 Internal Influences

Internal influences must also be considered when generating a Strategic Plan. Some of these are:

1. Technology.
 - a. DCC recently completed a new Strategic Technology Plan. This document has been published separately.
 - b. Banner modules have been implemented for Financial Aid, Finance, Human Resources and Student. The Alumni module is under development currently. This system was recommended by SUNY and will make the college administrative functions increasingly streamlined and effective.
 - c. The campus now provides a widely-available wireless network.
 - d. The development and transition to new technology must include ongoing training of faculty, administrators and support staff.
 - e. Faculty training and participation will be needed as demand for on-line courses continues to increase.
2. Outside funding.

Increased demand for outside funding may be felt if traditional budget resources are limited. The College continues to seek more grant funding, especially to address the needs of--and develop partnerships and collaborations with--community and external groups. These partnerships will allow DCC to leverage resources and attract grant funding.
3. Physical plant.

DCC has a new Facilities Master Plan which should be reviewed in light of the internal and external influences identified here.
4. Personnel.

The College continues to manage its staffing levels to optimize resources.
5. New programs.

DCC continuously evaluates its existing programs and works on identifying and developing new programs as appropriate to the needs of the market and the strategy of the institution. This is both an external and internal influence.

5.0 Strategic Planning Process

The "Strategic Planning Process" at Dutchess Community College is composed of:

- Participants
- Planning Cycle or Model
- Planning Calendar

Each of these is described in detail in the following sections.

5.1 Participants

One of the strengths of the DCC Planning Process is the broad participation of the College community. Starting with the summer Cabinet retreat through the President's Progress Report two years later, many levels of college staff are involved in the Planning Process. The major participants include:

- President's Cabinet
- Professional Staff Organization (PSO)
- Stakeholders
- President
- Mini-Grant Recipients
- Deans
- Administrative Department Heads
- Administrative Staff
- Academic Department Heads
- Program Chairpersons
- Faculty
- Office of Institutional Research, Planning and Assessment
- Board of Trustees

The function of each of these is described briefly in the following section. For further information, refer to the definitions in section 7.

President's Cabinet

The President's Cabinet is composed of the President and the four deans. At their annual retreat in July, the Cabinet discusses the present and future needs and direction of the College.

Professional Staff Organization (PSO)

The PSO is active in the Planning Process in several ways:

1. A PSO/President's ad hoc Planning Review Committee developed the current DCC Planning Process.
2. PSO has representation in the Stakeholders group.
3. The Planning Document for the coming year is reviewed by the PSO, usually at its November meeting.

Stakeholders

The Stakeholders meet in March to choose the College Objectives for the coming year based on the Strategic Direction set by the President's Cabinet. Usually two objectives are selected; one is carried over from the previous year, thereby allowing two years to work on an objective, and one is new. As part of their discussions, the Stakeholders consider changes and trends in the local economy and other environmental factors which may affect the College (see Strategic Planning, Environmental Influences, section 4.2).

President

The President initiates the planning cycle by participating in the Cabinet summer retreat and visioning session. The President then documents and communicates the Strategic Direction to the college community. In March, the President convenes the Stakeholders meeting to choose the College Objectives for the coming year. The President later reviews the Division Plans of each area, and finally presents the Planning Document to the PSO for its review. The President also shares the Planning Document with the Board of Trustees.

Mini-Grant Recipients

When funding is available, Mini-Grants are awarded by the DCC Foundation for projects that will address the College Objectives. Award recipients conceive ways to advance the College Objectives, above and beyond their regular duties. All professional staff is eligible to apply for Mini-Grants.

Deans

The deans play several crucial roles in the Strategic Planning Process:

1. The deans provide input to the Strategic Plan through their deliberations at their summer Cabinet retreat.
2. The deans are primarily responsible for implementing the Strategic Direction by preparing the Division Objectives for the upcoming year.
3. The deans must assess and report on the status of the objectives from the prior year.
4. The deans provide leadership for the departments under them in the preparation and implementation of Department Objectives.

Administrative Department Heads

The administrative department heads are involved in the Planning Process in several ways, including:

1. Preparing Department Objectives to be included in the Division Objectives for their area.

2. Implementing that portion of the Division Objectives that relate to their department.
3. Assessing the accomplishments as related to the plans at the end of the planning year (academic year).

Administrative Staff

The administrative staff is involved in the planning process in several ways, including:

1. Providing input into the Department Objectives.
2. Implementing the Department Objectives for their department.
3. Reviewing the accomplishments as related to the plans at the end of the planning year.

Academic Department Heads

Academic department heads are responsible for the planning and implementation of course and program assessment activities, as well as other aspects of the planning process that are similar to administrative department heads:

1. Preparing department plans to address both College Objectives and Department Objectives. Academic departmental plans include implementation of action plans that result from program and/or course assessment activities. Program chairs and departmental assessment coordinators assist in this task as needed and as appropriate.
2. Implementing that portion of the Division Objectives that relates to them as department heads or as members of the Departmental Affairs Council.
3. Reviewing the department's accomplishments and results against their objectives at the end of the planning year. The Status Report is included in the academic department's Annual Report.

Faculty

Faculty is involved in the Planning Process in several important ways, including:

1. Providing direct input into the department objectives.
2. Participating in course and program assessment activities and providing results and action plans based on those results.
3. Providing direct input into departmental plans to address the College Objectives.

Office of Institutional Research, Planning and Assessment

The Office of Institutional Research, Planning and Assessment (IRPA) manage the Planning Process and coordinate the collection of all the materials needed to publish the Strategic Planning Document.

5.2 Planning Cycle / Model

In 1992, the Professional Staff Organization (PSO) created an ad hoc Planning Committee to study planning at DCC. The result of that committee's work was the DCC Planning Cycle. This model consists of 12 steps for each academic year. The steps from one year overlap with the steps for the next year: evaluation of the previous year overlaps setting objectives for the following year, providing continuity. The following are the steps in the Planning Cycle:

<u>Step</u>	<u>Month</u>	<u>Activity</u>
1	March	Identify College-wide Objectives and Priorities for the Upcoming Year.
2	April	Share College-wide Objectives with College Community.
3	May	Apply for Mini-Grants.
4	July	Determine Environmental Influences (Cabinet Retreat).
5	August	Identify Division Objectives and Administrative Department Objectives.
6	September	Identify Academic Department Objectives.
7	October	Publish Strategic Planning Document.
8	November	Review of Planning Document by Professional Staff Organization and Board of Trustees.
9	Sep – June	Implement Objectives.
10	May - Aug	Evaluate and Report on the Status of Department and Division Objectives.
11	August	Progress Report by President to College Community Including Update on Strategic Direction.
12	November	Assess the Planning Process.

The above steps are described in detail in the next section.

5.3 Strategic Planning Cycle Description

The twelve steps of the Strategic Planning Cycle are:

Step 1. Identify College-wide Objectives and Priorities for the Upcoming Year.

In March, the Stakeholders Group (see definitions, Section 8) meets to determine the annual college-wide objectives. The result of this meeting is the setting of the two College-wide Objectives. Long-term College Projects are also reviewed at this time.

Step 2. Share College-wide Objectives with College Community.

The College-wide Objectives are communicated to the college community by the President. The College-wide Objectives are also listed in the Mini-Grant application that is available in April.

Step 3. Apply for Mini-Grants. (Based upon availability of funding)

Early May is the deadline for Mini-Grant applications. The Mini-Grants can be used as "seed" money to encourage activities that will further the College-wide Objectives and/or provide significant impact on students and college life. The intent of the Mini-Grant Program is to foster and support innovative ideas.

Step 4. Determine Environmental Influences. (Cabinet Retreat)

The President's Cabinet at its summer retreat considers the various environmental influences (both external and internal) that will affect the College in the next three to five years. This deliberation identifies and addresses the strategic issues for the College. Budget priorities for the next two fiscal years are also discussed.

Step 5. Identify Division Objectives and Administrative Department Objectives.

In August, the four Deans determine the Division Objectives for the upcoming year. The college-wide objectives, identified college needs, and the deliberations and budget discussions that took place at the Cabinet retreat are considered. In order to finalize the objectives, the following steps are taken: 1) identify a need for and/or review data regarding a proposed objective, 2) complete an analysis to determine if an objective should be included in the Annual Strategic Plan, 3) develop an objective for inclusion in the Plan, and 4) report on the results of the actions taken. Using the same procedure, the administrative Department Objectives are prepared by department heads. These then become input to the Division Objectives.

Step 6. Identify Academic Department Objectives.

Department Objectives are set by each academic department, usually at the first department meeting in the fall. Based on the Strategic Direction, and using the College and Division Objectives along with departmental Assessment Plans, the departments identify a need for and/or review data regarding a proposed objective, complete an analysis to determine if the objective should be included in the Annual Strategic Plan, develop the objective for inclusion in the Plan, and report on the results of the actions taken. The departments also determine specific actions they will undertake during the year to meet the objectives that have been set. Departmental objectives can usually be achieved in one academic year. Those requiring longer accomplishing are placed in a special section for Long-Term Objectives.

Step 7. Publish Strategic Planning Document.

In October the Strategic Planning Document for the year is published. The document is compiled by the Office of Institutional Research, Planning and Assessment using input from all divisions.

Step 8. Review of Planning Document by Professional Staff Organization and Board of Trustees.

At the November meeting of the PSO, the President presents the Strategic Planning Document to the PSO for review. It is also shared with the Board of Trustees.

Step 9. Implement Objectives.

Most objectives are designed to be completed within one academic year. From September to June, the objectives described in the Planning Document are implemented throughout the College. Selected Objectives are accomplished over the summer.

Step 10. Evaluate and Report on the Status of Department and Division Objectives.

Each of the academic departments holds an annual retreat during the month of May. Traditionally, this time has been used to review the year that is ending and to plan for the next year. With the Strategic Planning Process, the annual retreat provides an opportunity for a more formal evaluation of the Department Objectives. The status of each objective is reported and recorded for inclusion in the departmental Annual Report and the Strategic Planning Document for the upcoming year.

Some departments use their Planning Document objectives as a guide throughout the year. At department meetings, the status of the objectives

is reviewed and updated. In this way, the Status Report is prepared incrementally as objectives get accomplished.

The status of Division Objectives is evaluated over the summer by the deans. The status is recorded in a standard format for inclusion in the Strategic Planning Document for the next year.

Step 11. Progress Report by President to College Community Including Update of Strategic Direction.

Each year, the President ushers in the new academic year by inviting all faculty and professional staff to a President's Meeting. At this meeting, the President informs the college community of environmental influences that may impact the college over the coming year. The President also reviews the accomplishments of the past year, especially those activities that have taken place over the summer while the faculty was gone.

Step 12. Assess the Planning Process.

The President meets with the Director of Institutional Research, Planning and Assessment to review the effectiveness of this cycle of the planning process. Input is solicited from the Department Heads (via the DAC) and from the Deans (via the President's Cabinet meeting). Any process problems are addressed and changes are made to the procedure for next year.

6.0 2009-2010 Plan

DCC's Planning Process continues to be refined each year. Since 2003-04, there is an increased emphasis on Strategic Planning, which formerly had been infused throughout the Planning Process. Now there are specific activities (such as the President's Cabinet summer retreat) that address the Strategic Direction of the College in a concrete way. This Strategic Direction is used at the Stakeholders meeting and also by the deans when they set the Division Objectives.

6.1 *Division Response to College Objectives*

The following two College Objectives were chosen for this year:

- Maximizing opportunities for access, readiness and college success
 - Recent high school graduates
 - Re-entering adult learners
 - Out of school learners

- Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness

6.1.01 College Objective #1

Below are the responses of the four deans to the first College Objective:

“Maximizing opportunities for access, readiness and college success: (recent high school graduates, re-entering adult learners, and out of school learners)”

I. Academic Affairs	Responsibility	Completion Date
1. Explore the impact of aligning DCC South scheduling sequences with those on the main campus.	C. Mazzarelli, T. Decker, S. Moore	Spring 2010
2. Monitor progression of DCC’s GED graduates into successive steps toward matriculation in credit programs.	OAA Staff, CMS Staff	Spring 2010
3. Create a subcommittee to evaluate longitudinal data regarding initial mathematics placement and subsequent performance outcomes by students.	E. Gambino, MAT Faculty, AS & T Staff	Spring 2010
4. Expand the College Connection concurrent enrollment program by increasing enrollment by 5% and the number of school districts by 1.	C. Mazzarelli, J. Ruggi	Summer 2010
5. Continue to assess the effectiveness of the College Connection program on college readiness and success.	C. Mazzarelli, J. Ruggi	Summer 2010
II. Student Services and Enrollment Management		
1. Increase recruitment activities for non-traditional students.	Admissions Staff	Spring 2010
2. Increase workshops in area high schools.	Admissions Staff	Spring 2010
3. Outreach to Veterans.	Admissions Staff	Spring 2010
4. Outreach to Displaced Workers.	Admissions Staff	Spring 2010
5. Develop an on-line orientation program.	W. Walker & Staff	Spring 2010
6. Develop a workshop series at DCCS for adult learners.	W. Walker & Staff	Fall 2009

8. Continue "Veterans Direct," the targeted recruitment and success program for veterans coordinated by C. Marchese; promote enrollment in the CLP101 reserved for veterans created by T. Goehring; M. Mununni will process veteran certification online using "VAOnce."	C. Marchese, M. Minunni, T. Goehring	Fall 2009
9. Support "Dutchess Works" and its connection with the "Workforce Investment Bureau" WIB by working closely with Dean Stevens.	Registrar, C. Stevens	Fall 2009
10. Design a support system to track and support the ever-increasing number of students matriculating into the Nursing curriculum.	L. Bunnell	Summer 2010
III. Administration and Finance		
1. Promote online access for students through the use of Banner and myDCC.	J. Dunn	Ongoing
IV. Community Services and Special Programs		
1. Promote successful transitions to college.	L. Binotto	Fall 2009, Summer 2010
2. Design and implement pre-vocational readiness program for health care and green industries.	L. Binotto, V. Stoeffel	Spring 2010
3. Expand offerings for re-entering adult learners at Dutchess Works and Putnam Workforce.	L. Binotto, V. Stoeffel	Spring 2010
4. Research new sites for GED at Northeast and Beacon High School.	L. Binotto	Spring 2010

6.1.02 College Objective #2

Below are the responses of the four deans to the second College Objective:

“Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness”

I. Academic Affairs	Responsibility	Completion Date
1. Prepare a periodic review report.	OAA Staff	Spring 2010
II. Student Services		
1. Prepare a periodic review report.	SS Staff and S. Miller Holst	Spring 2010
2. Review 2005 Self-Study for Reaccreditation by the Commission on Higher Education of the Middle States Association, analyze progress, delineate challenges, record accomplishments, and identify recommendations.	SS Staff and S. Miller Holst	Spring 2010
3. Review and implement modifications based upon response to Clarus Consultant Group recommendations; Conduct a mid-year assessment to determine success and continuation.	SS Staff	Spring 2010
III. Administration and Finance		
1. Assessment team has completed our department report which will feed into periodic review process. The Assessment Team will work to successfully complete the Periodic Review Report.	AF Staff	Spring 2010
IV. Community Services and Special Programs		
1. Prepare complete periodic review for OCS.	All Deans	Spring 2010
2. Serve on Committee.	C. Stevens	Summer 2010
3. Complete periodic review model for GED.	C. Stevens, L. Binotto	Fall 2009

6.2 Division Objectives

6.2.01 Academic Affairs

Office of Academic Affairs Objectives 2009-10

I. College Objectives (see section 6.1)	Responsibility	Completion Date
II. College Projects		
A. Benchmarking with Other Colleges		
1. Participate in SUNY administered IR study on current practices regarding the administration of final examinations.	C. Denti, with results to be shared with governance groups	Spring 2010
2. Benchmark with other community colleges, especially within the SUNY system around best practices in concurrent enrollment.	C. Mazzarelli, J. Ruggi	Summer 2010
B. Implementing Banner		
1. Develop an accurate and effective process to generate faculty load data and to create adjuncts contracts utilizing Banner 8.	C. Mazzarelli, S. Moore	Spring 2010
C. Periodic Review Report: Contribute to activities and plans related to preparing the Middle States CHE Periodic Review Report, June 2010		
1. Review data obtained from CCSSE administered in spring 2009 as a source of actionable areas on which to focus to enhance the quality of the educational experience offered at DCC.	OAA, OSS staff	Spring 2010
III. Division Objectives		
A. Academic Affairs		
1. Develop a mechanism to support departmental initiatives involving outreach to high school students.	C. Denti, Departmental Faculty	Spring 2010
2. Research the feasibility of implementing an online tutoring option for students.	C. Denti, E. Gambino, Academic Services Staff	Spring 2010
3. Analyze data based on the implementation of the initial iteration of the online policy.	C. Denti, E. Gambino	Spring 2010

4. Review with HR the procedures and practices for professional staff and faculty searches in preparation for the upcoming round of searches.	C. Denti, G. Buchanan	Fall 2009
5. Continue exploration of means to attract more diverse applicants for faculty and professional staff openings.	C. Denti, G. Buchanan	Fall 2009
6. Schedule an informational workshop for faculty and staff involved in the Perkins Grant process.	C. Denti, S. Tegtmeier	Fall 2009
7. Identify the different ways a student can be considered to be "at risk."	C. Denti, S. Miller-Holst, OAA Staff, OSS Staff	Spring 2010
8. Monitor current policy to manage various aspects of implementing DCC Foundation Endowed Chairs.	C. Denti, T. Prunty	Spring 2010
9. Review processes of communication both with candidates for Promotion &/or Tenure, and with the Promotion and Tenure Committee.	C. Denti, E. Gambino	Fall 2009
10. Develop, implement and evaluate a proposal to focus on program level academic advisement during Advisement Week.	C. Denti, D. Weibman, Program Chairs	Fall 2009
11. Establish an opportunity for students enrolled in the Fire Science Program to participate in the fire inspection process on campus.	C. Denti, D. Walsh, B. Anderson	Spring 2010
B. Title III Initiatives		
1. Monitor completion of all Title III objectives for year five.	E. Gambino, Title III Activity Directors	Fall 2009
2. Complete Title III Final Report including measurement of outcomes for life of grant.	E. Gambino, Title III Activity Directors	Fall 2009
C. Departmental Affairs Council (DAC)		
1. Continue to solicit recommendations for program possibilities that would enhance faculty development.	C. Denti, OAA Staff	Spring 2010
2. Explore possibilities to enhance program/degree completion in conjunction with other divisions.	C. Denti, OAA Staff	Spring 2010
D. Adjunct Faculty/Extension Services/Industrial Programs		
1. Expand the myDCC Adjunct Web Corner to include additional information on teaching and learning.	C. Mazzarelli	Spring 2010

2. Invite adjuncts to on-campus activities including professional development workshops, academic lectures, etc., utilizing communication tools in myDCC.	C. Mazzarelli	Summer 2010
E. Assessment and Curriculum (AC)		
1. Form LAH Program Committee.	E. Gambino, C. Denti, Faculty & Staff Participants	Fall 2009
2. Form Remedial Math Review Committee.	E. Gambino, C. Denti, Faculty & Staff Participants	Fall 2009
3. Complete Periodic Review Report for academic assessment activities.	E. Gambino, C. Denti, DAC, Program Chairs	Spring 2010
F. Professional Staff Development (PSD)		
1. Provide additional professional development opportunities for concurrent enrollment faculty.	C. Mazzarelli, J. Ruggi	Summer 2010
2. With the PSDC chair, encourage collaboration between the PSD committee and other standing committees interested in ongoing professional development.	C. Mazzarelli, D. Freeman	Summer 2010
G. Scheduling		
1. Develop procedures and forms to accommodate Banner implementation.	S. Moore, C. Mazzarelli, E. Gambino	Spring 2010
2. Convert faculty load information and calculations to Banner system in order to implement use of Banner 8 for faculty workload and contracts.	S. Moore, C. Mazzarelli	Spring 2010
3. Continue to explore ways to improve the effectiveness of the course planning process.	S. Moore, C. Mazzarelli, C. Denti	Spring 2010
4. Work with Associate Dean C. Mazzarelli to revise activities scheduling processes for events requiring set-ups.	S. Moore, C. Mazzarelli, B. Anderson	Fall 2009
5. Work with Associate Dean C. Mazzarelli and the Office of Community Services to develop procedures for scheduling and cancellation of credit-free courses and OCS programs.	S. Moore, C. Mazzarelli, C. Stevens	Fall 2009
6. Work with Community Relations and Graphics to maximize effectiveness of web calendars.	S. Moore, C. Mazzarelli, C. LaLonde	Fall 2009
7. Continue to pursue cross training of Academic Affairs as back up for key Scheduling Office personnel.	S. Moore, C. Denti, C. Mazzarelli, E. Gambino	Summer 2010

H. DCC South		
1. Revise the scheduling of DCC South day classes to better utilize the site on Fridays, while maintaining the availability of four-day schedules for full-time students.	T. Decker, S. Moore, C. Mazzarelli	Spring 2010
2. Create, distribute and evaluate a survey instrument designed to assess the student support services available at DCC South in conjunction with the resources available through Banner and the DCC webpage.	T Decker, S. Duncan	Spring 2010
3. Work with the Office of Community Relations to market classes at DCC South by promoting the site to businesses and organizations in the DCC South service area.	T. Decker, Office of Community Relations	Spring 2010
4. Convert DS-238 (kitchen) or DS-208 (storage) into an ambulance lab space for use by the EMS Program.	T. Decker, S. Goldstein, Physical Plant	Fall 2010
I. Academic Services		
1. Expand pre-college preparation programs to increase access and success for underprepared students.	L. Anderson, J. Connell	Summer 2010
2. Complete 5-year longitudinal study of students in various developmental education programs (i.e., SmartStart, FOCUS, CSS095) to identify and build on the success of strong programs.	J. Connell	Spring 2010
3. Initiate College Reading and Learning Association (CRLA) Certification for tutoring program to benchmark the program and provide a thorough review for improving student success.	T. Ascenzi, S. Weglinski, J. Connell	Spring 2010
4. Transition COMPASS to Internet-based placement testing.	S. Weglinski, J. Connell	Spring 2010
J. Library		
Assessment of Services		
1. Implement Angel-based information literacy assessment.	R. Crovisier, T. Trinchera	Fall 2009
2. Assess efficacy of Table of Contents and New Books services.	A. Padilla, T. Trinchera	Summer 2010
Automation Activities		
1. Enable Patron Initiated Interlibrary Loan.	C. Craig, C. Billings, R. Crovisier	Spring 2010
2. Promote adoption of DCC LibX toolbar on campus computers.	R. Crovisier, T. Trinchera	Spring 2010

3. Work with Nylink and OCLC to incorporate missing bibliographic records into OCLC.	A. McGovern	Fall 2009
Collection Department		
1. Develop a process for incorporating departmental media collections, when appropriate, into the Library.	A. McGovern, T. Kiernan	Fall 2009
2. Complete the integration into the Library of the most-frequently-used media currently housed in the Instructional Media collection.	T. Kiernan, A. McGovern	Spring 2010
3. Incorporate the ordering, processing, and cataloging of the new media purchases into existing processes.	Library Staff	Spring 2010
4. Investigate the acquisition of e-textbooks for reserves.	J. Lettieri, K. Courtney, R. Crovisier	Summer 2010
Reference Services		
1. Use LibGuides as a template for new research database pages.	T. Trinchera, T. Kiernan, R. Crovisier	Summer 2010
2. Implement 360 Search, the federated search product.	R. Crovisier	Fall 2009
New Library Services		
1. Catalog and start the circulation of new electronic media such as Kindle, Playaways, and iPods.	T. Kiernan, A. McGovern	Fall 2009
2. Initiate emailing of overdue notices to myDCC accounts.	A. McGovern, R. Crovisier	Spring 2010
3. Initiate online renewals via myDCC accounts.	R. Crovisier, A. McGovern	Spring 2010
4. Publish library newsletter on a quarterly basis.	T. Trinchera	Fall 2009
5. Collaborate with DCC Foundation in offering alumni access to selected research database.	R. Crovisier	Fall 2009
6. Pilot open computer lab in Hudson 224.	R. Crovisier	Summer 2010
Special Projects		
1. Work with B. Anderson and members of the Archives Facilities subcommittee to upgrade room in preparation for President Jerry Lee Archives dedication.	B. Liesenbein	Fall 2009
2. Select photographs and other items for display for the President Jerry Lee Archives dedication.	B. Liesenbein, R. Crovisier, T. Kiernan	Fall 2009

3. Host Banners Along the Hudson display for one month.	B. Liesenbein	Fall 2009
4. Host Library Software Users Group of the State University of New York Librarians Association annual meeting.	B. Liesenbein, A. McGovern, T. Kiernan	Fall 2009
K. Writing Center		
Tutoring Services		
1. Institute the year's theme, <i>Re-visit/Revise</i> , central to the Perkins Grant. Develop new marketing materials. Orient tutoring staff to new end-of-session procedures and Record of Session forms. Modify scheduling of appointments.	T. Denton, S. Spezio	Fall 2009
2. Revise the Center's web site with the new Omni program.	T. Denton	Fall 2009
3. Explore software programs for possible use in real-time online tutoring.	S. Spezio, T. Denton	Fall 2009
4. If Perkins Grant funding is available, hire and orient a new professional tutor for evening hours.	T. Denton	Summer 2009
5. If tutoring staff is available, expand hours at DCC South.	T. Denton	Fall 2009
6. Continue the Featured DCC Writer exhibits in the Writing Center.	T. Denton	Spring 2010
7. Sponsor a lecture/reading by a guest writer.	T. Denton	Spring 2010
8. Visit the BUS department to explore ways to improve Writing Center services to their student, particularly the paralegal program.	T. Denton	Fall 2009
9. Distribute to faculty and staff a survey measuring their understanding of Writing Center programs and their judgments about the programs' effectiveness. Collate and analyze the results.	T. Denton, L. Williams	Spring 2010
10. Continuing Writing Center outreach to faculty and professional staff development through the Teaching Resource Project.	L. Williams, T. Denton	Spring 2010

a. Organize a January 2010 workshop for faculty and staff.	L. Williams, T. Denton	Fall 2009
b. Organize and moderate the Roundtable Lunches. Apply for Improvement of Instruction Grant funding.	L. Williams	Spring 2010
c. Offer workshops for students on writing-related topics, at faculty request. Provide assistance to faculty on planning and responding to writing assignments.	L. Williams, T. Denton	Spring 2010
Computer Lab		
1. Work with the computer center staff and network management committee to refine programs for student logins and data reporting.	E. Gray, T. Denton	Fall 2009
2. Supervise the installation of new computer stations if they are funded. If not, budget for replacements.	T. Denton	Spring 2010
Computer Classrooms		
1. Budget for replacement of computer equipment, especially in H501, if new stations are not installed in Summer 2009.	T. Denton	Spring 2010
2. Assist students and faculty in adapting to the new Blackboard/Angel program	E. Gray	Fall 2009
L. CSTEP		
1. Develop specific brochures for on campus use directed at informing students in NUR, LAX, EDB and EDM curricula of specific CSTEP services that would be of benefit to them.	W. Bohlinger, W. Cornell	Fall 2009
2. Install CSTEP Anatomy and Physiology resources on computers in CSTEP computer mini-lab making them more readily available outside of tutoring sessions.	W. Bohlinger, W. Cornell	Spring 2010
3. Investigate possibility of coordinating student midterm evaluations with EOP and Academic Services to avoid duplication of effort.	W. Bohlinger	Fall 2009
4. Increase number of active students in program and participation in counseling services offered by regular "mini-mailings" inviting students to meet with the coordinator on a regular basis.	W. Bohlinger	Spring 2010

5. Transfer tracking of counseling activities of program to online database format for future assessment.	W. Bohlinger, W. Cornell	Fall 2009
M. Other Outreach Activities		
1. Work with the Office of Community Services to identify and meet with businesses, organizations, and community groups in Dutchess County and Northern Putnam County, to facilitate the offerings of special populations courses to clusters with similar needs or interests.	T. Decker, V. Stoeffel	Fall 2009
2. Expand the College presence at the Hudson Valley United Cerebral Palsy (HVUCP) site in Brewster to include additional courses to complement the College's offerings at Carmel High School and Fall 2009 courses at HVUCP.	T. Decker, C. Mazzarelli	Fall 2009
3. Create a bi-monthly academic advisement schedule to promote the Human Services (HMS) A.S. degree program to employees of Putnam County Human Services agencies.	T. Decker, Registrar's Office	Fall 2009
N. Teaching Learning Center (TLC)		
1. Develop, pilot, and deploy the Quality Matters program for quality management in online courses. This process will include a faculty pilot, consideration of input from faculty testers, and development of an institutional plan for implementation and training.	C. Mitchell	Spring 2010
2. Develop, pilot and deploy orientation for online students to foster knowledge of the ANGEL LMS, knowledge of the requirements for online study, and to support persistence and retention efforts in online courses.	C. Mitchell	Spring 2010
3. Explore the use of video, audio, and podcasting to enhance the online course experience.	C. Mitchell	Spring 2010

4. Continue to refine the training and documentation offered by the TLC for ANGEL, Banner, Prosper, and other systems.	C. Mitchell	Spring 2010
IV. Division Institutional Assessment		
1. Document outreach and collaboration initiatives to enhance the teaching and learning process both within areas of the OAA division and between other divisions.	OAA Staff	Spring 2010
2. Monitor and report on the progress and outcomes of inter-divisional projects targeted to foster the achievement of the goals of the AA division.	OAA Staff, Staff of other cooperating divisions	Spring 2010
3. Continue to assess the effectiveness of the College Connection program on college readiness and success.	C. Mazzarelli, J. Ruggi	Summer 2010

6.2.02 Student Services and Enrollment Management

**Student Services and Enrollment Management
Objectives 2009-10**

I. College Objectives (see section 6.1)	Responsibility	Completion Date
II. College Projects		
A. Benchmarking with Other Colleges		
1. Meet with Admissions Representatives from OCC.	Admissions	Spring 2010
2. Host a meeting of HVBUG, the Hudson Valley Banner Users Group; support regular and expanded attendance by DCC in the group.	Banner Student Implementation Team, D. Weibman	Fall 2009
3. Visit four (4) SUNY Community Colleges to develop benchmarks for Student Services operation of Banner.	S. Miller-Holst, SS Administrators	Spring 2010
B. Implementing Banner		
1. Continue to attend and contribute to meetings.	R. Banner, S.K. Case	Spring 2010
2. Train staff on Native Banner.	W. Walker & Staff	Fall 2009
3. Design with the Computer Center the remaining ARGOS Reports necessary to measure the SPD Core Indicators.	A. Varkey, D. Weibman, Institutional Research	Fall 2009
4. Utilize M. Soltish to support the entire Division of Student Services; prioritize projects to maximize effectiveness.	Student Services Staff	Summer 2010
III. Division Objectives		
A. Collection and analysis of data: Review the utility of current data collected for decision-making and determine the need for gathering and reviewing additional relevant data		
1. Work with College Relations to determine web "hits."	M. Rosenbaum	Spring 2010
2. Work with College Relations to determine text hits.	M. Rosenbaum	Spring 2010
3. Evaluate high school outreach activities.	R. Banner	Spring 2010

4. Compile the Key Performance Indicator data presented to the Enrollment Committee. Over 10 years of point-in-time data has been collected for the Enrollment Committee, used primarily for short-term operational decisions; the data needs to be compiled longitudinally and reviewed.	D. Weibman, Institutional Research	Spring 2010
5. Post a Data Warehouse, a collection of public reports of broad interest to program chairs, academic department heads and Administrators—enrollment by program, ft/pt enrollment, report segmented by age, etc...	D. Weibman, Computer Center	Spring 2010
6. Implement the new SUNY-required ethnic/race codes on the college admissions application and the registration form.	R. Banner, C. Mazzarelli, A. Varkey, D. Weibman, SEM Committee, Institutional Research	Spring 2010
B. Institutional Effectiveness: Document the significant changes over the last five years made as a result of reaching the objectives stated in the Strategic Planning Document		
1. Prepare comparative data reflecting fluctuations in levels of student activity and service participation.	S. Miller Holst, Directors, Coordinators	Spring 2010
2. Quantitatively document student services delivered 2004-2009.	S. Miller Holst, Directors, Coordinators	Spring 2010
3. Evaluate Assessment Plan outcomes.	S. Miller-Holst	Spring 2010
C. Admissions		
1. Implement Part-Time Recruitment Plan.	M. Dohrenwend	Spring 2010
2. Enhance Website for College Night.	M. Rosenbaum	Spring 2010
3. Review applications for placement suggestions.	Admissions Staff	Spring 2010
4. Contact Home School Associations.	Admissions Staff	Spring 2010
5. Contact Veterans Groups and Hospitals.	C. McGill	Spring 2010

D. EOP (Educational Opportunity Program)		
1. Continue to examine the needs of EOP in regards to the collection of program data and request the appropriate programs to be written by our computer center to facilitate this data collection.	D. Doris-Kelly	Spring 2010
2. Implement a post first year success program for students who do not meet acceptable academic performance their first year. Promote the Master Student Model with these second year students to ensure success in their second year.	D. Doris-Kelly, R. Howell-Johnson	Summer 2010
3. Focus on the early identification of eligible students challenge. Provide the earliest orientation and intervention possible; this requires collaboration with the Computer Center for early identification and Financial Aid for timely certification of eligible students.	D. Doris-Kelly, R. Howell-Johnson	Summer 2010
E. Financial Aid		
1. Continue to enhance the utilization of Banner for students, the Office of Financial Aid and the institution.	Financial Aid Staff	Fall 2009
2. Evaluate office progress, the strengths and weaknesses to prepare for the Periodic Review.	Financial Aid Staff	Fall 2009
3. Plan for transition to Direct Lending, based upon expected legislature changes.	Financial Aid Staff	Spring 2010
F. Health Office		
1. Create a student focus group to identify student health needs.	B. Keller	Summer 2010
2. Develop web-based health services information.	Health Office, Computer Center	Summer 2010
3. Maximize record imaging of all current and past health records.	Health Office	Summer 2010
4. Implement telephone triage of health services.	Health Office, Computer Center	Summer 2010
5. Enhance web page with a self help link.	B. Keller, A. Winfield	Summer 2010

G. Registrar		
1. Implement and mainstream the registration of applicants under the auspices of the Registrar's Office.	C. Marchese	Fall 2009
2. Assign, train and supervise appropriate professional staff to support the registration of applicants.	W. Benedetto	Fall 2009
3. Distribute ****Advisement Alerts**** to all advisors in the Advising Center, at Dutchess South, and other locations to support training.	W. Benedetto, S. Dawes	Fall 2009
4. Coordinate the registration of applicants with other key offices--mainly Admissions, Academic Services, Financial Aid and Student Accounts.	C. Marchese	Fall 2009
5. Monitor full-time first-time student registration appointments through Banner.	D. Priest, L. Fitzmaurice, M. Soltish	Summer 2009
6. Implement the "Process-Rich Plan" developed by the Enrollment Committee together with its consulting firm, Clarus Corporation. Centralized registration of the applicant is a primary objective.	D. Weibman, R. Banner, J. Connell, Enrollment Committee	Fall 2009
7. Seek college-wide knowledge and compliance with the "Red Flags Rule" for the prevention of identity theft.	Network Committee	Fall 2009
8. Implement a pilot "Open House" during advance registration as recommended by the College Environment Committee.	W. Benedetto, C. Denti, D. Weibman	Fall 2009
9. Work with the Computer Center to develop the "QuickStart" web application that will enable distance learners to apply to the College, become students and register in one visit to the DCC web site.	M. Soltish, Computer Center, Banner Student Implementation Team	Fall 2009
10. Complete and distribute the <i>Banner Little Book</i> to all staff involved in the registration of students.	M. Minunni, D. Priest, D. Wallace, B. Collins	Summer 2009
11. Develop the scanning of student documents through Xtender to promote ready access to advisors.	M. Soltish, C. Marchese,	Spring 2010
12. Review the temporary CSEA employee pool for greater continuity in assignments.	C. Marchese, W. Benedetto	Spring 2010

H. Student Services		
1. Review, discuss, and analyze data collected to assess departmental and program recommendations.	S. Miller Holst	Spring 2010
2. Review, analyze, and prepare report in support of Student Services Student Success Model.	S. Miller Holst	Spring 2010
3. Prepare Assessment Plan.	S. Miller Holst	Fall 2009
4. Incorporate Customer Service modules into daily Student Services delivery system.	S. Miller Holst SS Administrators	Fall 2009
5. Implement Cross-Training program.	S. Miller Holst SS Administrators	Fall 2009
6. Enhance Student Services visibility on DCC Website.	S. Miller-Holst, Community Relations & Graphics	Fall 2010
I. Counseling and Career Services		
1. Explore feasibility of working with Face Book.	W. Walker & Staff	Spring 2010
2. Update C & CS website.	W. Walker & Staff	Spring 2010
3. Provide a series of workshops for students.	W. Walker & Staff	Fall 2009
4. Create an Advisory Committee for employment opportunities.	W. Walker & Staff	Fall 2009
5. Offer an Etiquette luncheon.	W. Walker & Staff	Spring 2010
6. Train Peer Advisors to assist students accessing Discover and other on-line resources.	W. Walker & Staff	Fall 2009
7. Explore alternative ways of advertising services.	W. Walker & Staff	Spring 2010
J. Transfer Services		
1. Increase "student mobility" opportunities at four-year SUNY colleges.	M. Meredith, E. Gambino, W. Walker, S. Miller Holst	Spring 2010
2. Maximize transfer opportunities to public and private four-year institutions.	M. Meredith	Spring 2010

K. Disability Services		
1. Based upon knowledge of an increase of students with mobility impairments coming to campus this fall, initiate a comprehensive review of the physical campus for accessibility and ADA Compliance.	P. Perez	Fall 2009
2. Develop a "Disability Services" tab on myDCC, in order to broaden communication with our students, increase access to accommodations and inform students of upcoming events, workshops or activities.	P. Perez, Community Relations & Graphics	Fall 2009
3. Provide additional faculty training based on feedback from instructors and identified challenges from emerging populations.	P. Perez, L. Bertolozzi	Fall 2009
4. With the Board of Trustee approval, change name of Disability Services to one that is reflective of our mission statement, function and positive environment.	P. Perez	Fall 2009
L. Assistant Dean of Student Services		
1. Explore mandating health insurance for international students. It is required by a number of other community colleges.	M. Newkirk	Fall 2009
2. Do need assessment of the international students regarding satisfaction and priorities.	M. Newkirk	Spring 2010
3. Conduct a minimum of one Staff Professional Development workshop per semester.	M. Newkirk	Spring 2010
M. Student Activities		
1. Develop and implement an assessment instrument to measure student learning outcomes at the Annual Student Government Leadership Weekend.	M. Weida	Fall 2009
2. Stimulate usage of the myDCC Student Government group page through use of pictures, contests, announcements and message board topics.	M. Weida	Spring 2010
3. Create a Student Activities presence on various social networking sites such as My Space, Facebook and Twitter.	M. Hanlon	Spring 2010

IV. Division Institutional Effectiveness		
1. Review, analyze, and offer department and program recommendations based upon five-year self-study efforts in preparation for Periodic Review Report submission.	S. Miller-Holst, SS Administrators	Spring 2010
2. Review data collected in support of Periodic Review Submission.	S. Miller-Holst, SS Administrators	Spring 2010
3. Prepare Student Services section of Periodic Review Submission.	S. Miller-Holst, SS Administrators	Spring 2010

6.2.03 Administration and Finance

**Administration and Finance
Objectives 2009-10**

I. College Objectives (see section 6.1)	Responsibility	Completion Date
II. College Projects		
A. Benchmarking with Other Colleges		
1. Continue to meet with other colleges as necessary.	J. Dunn	Ongoing
2. Coordinate visit to Ramapo College to observe facilities	J. Dunn, B. Anderson	Fall 2009
3. Implement SUNY New Paltz student bill as model for DCC's student bill.	J. Dunn, K. Gessler	Spring 2010
B. Implementing Banner		
1. Upgrade to Banner 8.	J. Dunn, K. Gessler	Spring 2010
2. Implement contracts and other enhancements on Banner 8.	J. Dunn	Fall 2010
III. Division Objectives		
A. Collection and analysis of data: Review the utility of current data collected for decision making and determine the need for gathering and reviewing additional relevant data		
1. Collected data from other colleges' audit reports and modified our process to avoid problems with state audit.	J. Dunn	Fall 2009
B. Document the significant changes over the last five years made as a result of reaching the objectives stated in the Strategic Planning Document		
1. Analyzed department objectives from 2004-2009 to be included in assessment report.	AF Staff	Fall 2009
C. Dean of Administration		
1. Continue with Five-year Capital Program.	J. Dunn	Ongoing
2. Proceed with Student Housing Project.	J. Dunn	Fall 2009
3. Rewrite internal procedures before start of State Audit.	J. Dunn	Fall 2009

D. DCC Association		
1. Purchase and install new as/400.	P. Cuttino	Spring 2010
2. Purchase and install new accounting software.	P. Cuttino	Spring 2010
3. Assist with dormitory preliminaries.	P. Cuttino	Ongoing
4. Prepare and implement internal control policies.	P. Cuttino	Fall 2009
E. Business Services/Financial Services		
1. Implementation of Banner 8.	D. Rocap	Fall 2009
2. Prepare and implement a travel and food service policy.	D. Rocap	Fall 2009
3. Investigate the need for an internal control/policy review audit.	D. Rocap	Fall 2009
4. Automate the Perkins fund trial balance.	D. Rocap	Spring 2010
5. Prepare for impending State Controller's Audit.	D. Rocap	Ongoing
6. Investigate feasibility of a paperless office.	D. Rocap	Spring 2010
F. Facilities		
1. Continue to implement sustainable practices on campus: <ul style="list-style-type: none"> • Increase scope of building management systems controls • Investigate energy buying opportunities • Expand campus recycling program • Research additional green cleaning opportunities • Continue to upgrade campus planting areas 	B. Anderson	Spring 2010
2. Help support the implementation of the Campus Master Plan program.	B. Anderson	Spring 2010
3. Training to continue to improve management skills for department.	B. Anderson	Fall 2010
4. Investigate second phase of President's Climate Committee requirements.	B. Anderson	Fall 2009
5. CBI Emergency generator/classroom infill design.	D. Giarraputo	Pending Architect Selection
6. Falcon Hall Improvements.	D. Giarraputo	Pending Architect Selection
7. Taconic Hall Design.	D. Giarraputo	Pending Architect Selection

8. Washington Hall MEP Improvements.	D. Giarraputo	Pending Architect Selection
9. Hudson Hall Improvements Phase 2.	D. Giarraputo	Pending Architect Selection
10. Campus Infrastructure-Construction.	D. Giarraputo	Pending Architect Selection
G. Financial Services		
1. Reorganize duties of the Student Accounts staff.	C. McCue	Ongoing
2. Work toward elimination of paper billing.	C. McCue	Fall 2010
3. Work toward implementation of electronic funds.	C. McCue	Spring 2010
4. Scanning of all paper documents.	C. McCue	Ongoing
5. Conversion of Perkins manual GL to Banner Finance GL to correspond to FISAP reporting format.	C. McCue	Fall 2009
H. Information Technology		
1. Create and raise awareness of faculty and staff for policies regarding computer security, access to digital files and information privacy. • Setup Software Licensing Audit	K. Gessler S. Derby	Ongoing Spring 2010
2. Provide training for the Help Desk and the Student Help Desk • Minimize or eliminate issues around Banner person creation • Develop off hours systems and desktop support structure • Move Help Desk information portal to Confluence	K. Gessler, L. Messina	Summer 2010, Fall 2009
3. Support the use of imaging for College departments.	L. Messina	Ongoing
4. Implement CISCO Unity to replace our voice mail system.	M. Arzillo	Fall 2009
5. Equip/upgrade 15 Smart Classrooms.	W. Young	Summer 2010
6. Implement VoIP phones in IMD and Computer Center as proof of concept for main campus.	M. Arzillo	Fall 2009
7. Develop a support structure for students and lab spaces.	K. Gessler	Fall 2009
8. Prepare college information security infrastructure to meet NYS requirements.	K. Gessler	Ongoing
9. Implement Banner Alumni.	S. Schmitz	October 2009
10. Implement Banner Workflow.	A. Varkey, P. Griffin	Summer 2010

11. Implement Banner EDW.	A. Varkey, P. Griffin	Summer 2010
12. Implement radio streaming capability for radio station.	K. Gessler	Fall 2009
13. Restructure and fill vacant positions in IMD and Computer Center.	K. Gessler	Spring 2010
14. Merge functions of desktop for faculty.	K. Gessler	Fall 2009
15. Implement virtual desktop for faculty.	P. Griffin	Spring 2010
16. Minimize or eliminate use of tape for backups.	P. Griffin	Spring 2010
17. Implement smooth online application process.	K. Gessler	Summer 2010
18. Copier proof of concept.	K. Gessler	Fall 2009
19. Develop Network management and systems alerting solution.	P. Griffin	Summer 2010
20. Move college website to Omni update content management.	P. Griffin	Fall 2010
21. Support TV Station or enable sale.	W. Young, K. Gessler	Ongoing
22. Complete Iron Mountain paper archiving.	L. Messina	Fall 2009
23. Data Center generator power reconfiguration.	P. Griffin, M. Arzillo	Summer 2010
24. Implement Omni update catalog solution.	K. Gessler	Spring 2010
25. Upgrade campus closed circuit TV system to HD.	W. Young	Fall 2009
26. Upgrade of campus backend systems.	P. Griffin	Ongoing
27. Add capacity to network backbone.	P. Griffin, M. Arzillo	Summer 2010
28. Audit of Server Backups—external review of server backups with recommendations for improvement.	P. Griffin	Spring 2010
29. Active Directory Audit/Review—is our Active Directory Infrastructure organized properly and are best security practices being followed.	P. Griffin	Spring 2010
30. External review of Account Creation Process.	K. Gessler	Spring 2010
31. Upgrade Banner system to Banner 8.	K. Gessler	Spring 2010
32. Upgrade myDCC to Luminis Version 4.	K. Gessler	Fall 2009
I. Payroll		
1. Banner 8.0 Implementation for HR/Payroll.	HR, Payroll	Fall 2009
2. Implement Banner 8.0 Faculty/Adjunct Contract System.	HR, Academic Affairs, Payroll	Summer 2010
3. Improve Kronos timekeeping time tracking and reporting.	Payroll	Fall 2010
4. Set up adjunct direct deposit.	Payroll	Fall 2009

5. Continue to improve internal controls between HR and Payroll. This includes movement of specific duties from Payroll to HR.	Payroll/HR	Fall 2010
6. Explore Banner module for faculty exception time reporting to replace current paper time reporting.	Payroll, Academic Affairs, HR	Fall 2010
J. Security		
1. Expand use of NY Alert.	J. Bohlmann, Computer Center	Fall 2009
2. Implement Incident reporting system.	J. Bohlmann, Computer Center	Summer 2009
3. Expand use of card access.	J. Bohlmann	Ongoing
4. Work with local law enforcement & emergency services on incident response planning and management.	J. Bohlmann, B. Anderson	Fall 2010
5. Update Emergency Response Plan.	J. Bohlmann, B. Anderson	Fall 2009
6. Increase bicycle patrols.	J. Bohlmann	Fall 2009
7. Work with counseling office for additional training with students.	J. Bohlmann	Fall 2010
K. Human Resources Management		
1. Contract and complete comparative cost benefit analysis between DEHIC and NYSHIP.	G. Buchanan, HR Staff	Fall 2009
2. Evaluate improvements of administrative/faculty dental and life insurance.	G. Buchanan	Fall 2009
3. Define and implement position control, faculty contracts, and part time contracts including credit free courses.	G. Buchanan, HR Staff	Fall 2009
4. Conduct and document employee training.	G. Buchanan, HR Staff	Ongoing
L. Institutional Advancement		
1. Raise more unrestricted money.	P. Prunty, Foundation	Fall 2010
2. Review investment policy with Finance Committee.	P. Prunty	Fall 2010
3. Provide avenues for alumni to feel more connected.	P. Prunty, Foundation	Fall 2010
4. Engage local community.	P. Prunty, Foundation	Fall 2010
5. Solicit more planned gifts.	P. Prunty, Foundation	Fall 2010
6. Provide more scholarships each year.	P. Prunty	Ongoing
7. Increase money to enable mini grants to be reinstated.	P. Prunty	Fall 2010
8. Create a lecture series fund.	P. Prunty	Fall 2010

6.2.04 Community Services and Special Programs

**Community Services and Special Programs
Objectives 2009-10**

I. College Objectives (see section 6.1)	Responsibility	Completion Date
II. College Projects		
A. Benchmarking with Other Colleges		
1. Continue working with consortia from NYSERDA grants/green pipeline regarding green tech development.	V. Stoeffel, C. Stevens	Ongoing
B. Implementing Banner		
1. Transition to Banner 8.	R. Pirog	Spring 2010
2. Prepare for change in FTE reporting to SUNY.	R. Pirog	Summer 2010
3. Explore FlexReg.	R. Pirog	Summer 2010
III. Division Objectives		
A. Collection and analysis of data: Review the utility of current data collected for decision-making and determine the need for gathering and reviewing additional relevant data		
1. Review to improve revenue reporting patterns.	R. Pirog	Summer 2010
2. Create a tracking system for revenue/income by department in Banner.	R. Pirog	Fall 2009
B. Institutional Effectiveness: Document progress on developing, analyzing, and implementing institutional effectiveness objectives		
1. Analyze and improve registration procedure.	OCS Staff	Summer 2010
2. Perform review for finance and enrollment by OCS department.	OCS Staff	Summer 2010
3. Perform review of Finance, Enrollment, and FTE by OCS Department.	OCS Staff	Summer 2010
C. Economic Development		
1. Expand workforce training opportunity in Putnam/Dutchess.	G. Stoeffel	Summer 2010

2. Explore grant opportunities for Workforce Development for vocational training.	G. Stoeffel	Summer 2010
3. Continue to implement NYSERDA Alfred and Ulster.	G. Stoeffel, C. Stevens, R. Pirog	Summer 2010
4. Continue United Way Grant to provide Spanish in the workplace instruction.	G. Stoeffel	Summer 2010
5. Continue Dyson Grant.	G. Stoeffel	Summer 2010
D. Division Projects		
1. Enhance Family Literacy Project/Dyson Grant.	C. Stevens	Summer 2010
2. Explore expansion of green offerings.	G. Stoeffel, R. Pirog, C. Stevens	Summer 2010
3. Survey Music School parents to identify new programs and directions in Music Education.	J. Wegener	Summer 2010
4. Pharmacy Technology.	R. Pirog	Summer 2010
5. Explore marketing opportunities for Music School and training.	G. Stoeffel, J. Wegener	Summer 2010
6. Expand relationship with community agencies, i.e. Nubian Directions, Northeast Community Center, Dutchess Arts Council	All Deans	Spring 2010
E. New Programs		
1. Implement new green courses.	G. Stoeffel, R. Pirog	Summer 2010
2. Offer PCT (Patient Care Technician) program.	G. Stoeffel	Summer 2010
3. Pilot addition of pre-vocational curriculum.	L. Binotto	Summer 2010
IV. Division Institutional Assessment		
1. Review and enhance OCS data collection procedures and financial reporting instruments.	All Deans	Ongoing
2. Conduct monthly meeting to monitor progress on OCS Period Review.	All Deans	Ongoing

6.3 Academic Department Objectives

6.3.01 Allied Health and Biological Sciences

Allied Health and Biological Sciences Objectives 2009-10

I. College Objectives	Responsibility	Completion Date
A. Maximizing opportunities for access, readiness and college success <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 		
1. Establish a Biology Learning Center on the third floor of Washington Center.	K. Ingham, M. Condon, S. Fowler	Spring 2010
2. Re-design the science placement exam.	J. Mazza, S. Fowler, S. Fraley, C. Eames, E. Justin, J. Lovelett	Spring 2010
3. Offer and support the offering of EMB105 through Dutchess County BOCES for high school students.	S. Goldstein	Spring 2010
4. Continue recruitment and advisement of mentors (BIO101, BIO103) in the Peer Mentoring program.	M. Condon, S. Fraley, T. Ascenzi, G. Pozzi-Galluzi, J. Mazza, J. Connell	Spring 2010
B. Preparing Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness		
1. Continue working on course and program assessment, program review preparations, and implementing curriculum revisions as a result of this assessment.	AHBS Department	Spring 2010

II. College Projects		
A. Benchmarking with Other Colleges		
1. Continue collaborations with Purchase College and with Rockland, Sullivan, Westchester, Suffolk, and Orange Community College via NIH Bridges and NSF-RSVP programs.	M. Condon	Spring 2010
2. Serve as a site visitor and paper reviewer of Medical Laboratory Technology programs through the National Accrediting Agency of Clinical Laboratory Sciences (NAACLS).	K. Ingham	Spring 2010
3. Be an active participant on the Community College Science Advisory Board at SUNY New Paltz.	S. Fraley	Spring 2010
4. Continue to work with the Empire State's Fire Science program to facilitate transfer options.	D. Walsh	Spring 2010
B. Implementing Banner		
III. Assessment		
A. Academic Program Assessment (list program & who is responsible)		
1. Finalize the Academic Program Review of the Liberal Arts and Sciences—Science (LAX) program.	M. Condon, S. Fraley, S. Goldstein, R. Lathrop, A. Scala, T. Welling	Fall 2009
2. Prepare for and conduct the external reviewer's site visit, as well as finalize the re-accreditation process, for the Medical Laboratory Technology Program's re-accreditation by the National Accrediting Agency of Clinical Laboratory Sciences (NAACLS).	K. Ingham, M. VanDemark	Fall 2009
3. Finalize the Academic Program Review of the Dental Assisting Program.	G. Pozzi-Galluzi	Fall 2009
4. Perform and report the findings of the Academic Program Review of the Fire and Occupational Safety and Fire Protection Technology programs.	D. Walsh	Spring 2010
5. Initiate the Academic Program Review of the Phlebotomy program.	K. Ingham, M. VanDemark	Spring 2010

6. Collect and report the program assessment data of the A.A.S. programs (FIR, MLT, and PAR) to the Office of Academic Affairs.	K. Ingham, S. Goldstein, D. Walsh	Summer 2010
7. Complete program maps and program outcome assessment plans for the DAC, LAX, and PDC programs.	M. Condon, K. Ingham, G. Pozzi-Galluzi	Spring 2010
8. Prepare and submit the self-study document for the Paramedic program's re-accreditation by the Commission on the Accreditation of EMS Programs (CoAEMSP)	S. Goldstein	Fall 2009
B. Update of Extended Course Outlines		
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)		
a. BIO115 Anatomy and Physiology for Paramedics	L. Quick, S. Goldstein	Spring 2010
b. BIO131 Anatomy and Physiology I	J. Mazza, S. Fraley	Spring 2010
c. BIO207 General Microbiology	A. Scala	Spring 2010
d. FIR104 Fundamentals of Fire Protection	D. Walsh	Spring 2010
e. FIR204 Fire Protection Systems	D. Walsh	Spring 2010
f. FIR222 Fire and Safety Administration	D. Walsh	Spring 2010
g. MLT105 Clinical Hematology	M. VanDemark	Spring 2010
h. MLT202 Parasitology/Body Fluids	M. VanDemark	Spring 2010
i. PDC101 Basic Concepts of Phlebotomy	K. Ingham	Spring 2010
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes and Academic Objectives (Faculty)		
a. BIO001 Course Specific Study Skills for BIO101	M. Condon	Fall 2009
b. BIO003 Course Specific Study Skills for BIO103	J. Mazza, E. Justin	Fall 2009
c. BIO103 Human Biology	E. Justin, C. Eames, J. Mazza	Fall 2009
d. BIO104 Environmental Biology	R. Kirker	Fall 2009

e.	BIO116 Infectious Disease	G. Pozzi-Galluzi	Fall 2009
f.	BIO160 Survey of Plants of the Hudson Valley	R. Kirker	Fall 2009
g.	BIO204 General Botany	R. Kirker	Fall 2009
h.	DAC201 Chair side Assisting	G. Pozzi-Galluzi	Fall 2009
i.	FIR214 Legal Aspects in Fire and Safety	D. Walsh	Fall 2009
j.	FIR224 Strategy and Tactics	D. Walsh	Fall 2009
k.	FIR226 Fire Investigation	D. Walsh	Fall 2009
l.	FIR228 Industrial Hygiene	D. Walsh	Fall 2009
m.	DAC202 Clinical Dental Assisting	G. Pozzi-Galluzi	Spring 2010
n.	DAC203 Dental Specialties Seminar	G. Pozzi-Galluzi	Spring 2010
C. Course Assessment of Student Learning Outcomes (list courses)			
1.	AHS100 Allied Health Introductory Seminar	G. Pozzi-Galluzi	Fall 2009
2.	BIO001 Course Specific Study Skills for BIO101	M. Condon	Fall 2009
3.	BIO122 Nutrition	D. Mautone	Fall 2009
4.	BIO130 Introduction to Physiology	C. Eames, S. Fraley	Fall 2009
5.	BIO212 Microbiology	A. Scala	Fall 2009
6.	FIR100 Fire Science Introductory Seminar	D. Walsh	Fall 2009
7.	BIO103 Human Biology	E. Justin, J. Mazza, C. Eames	Spring 2010
8.	BIO104 Environmental Biology	R. Kirker	Spring 2010
9.	FIR214 Legal Aspects in Fire and Safety	D. Walsh	Spring 2010
10.	FIR224 Strategy and Tactics	D. Walsh	Spring 2010
11.	FIR226 Fire Investigation	D. Walsh	Spring 2010
12.	MLT101 Clinical Microbiology	K. Ingham	Spring 2010
13.	MLT204 Clinical Chemistry II	A. Knickerbocker	Spring 2010
14.	PAR101 Advanced Airway Management	S. Goldstein	Spring 2010
15.	PAR107 EMS Operations	S. Goldstein	Spring 2010
16.	PAR201 Trauma	S. Goldstein	Spring 2010
17.	PAR206 Patient Assessment	S. Goldstein	Spring 2010
18.	PAR220 Clinical II	S. Goldstein	Spring 2010

19.	PAR230 Clinical III	S. Goldstein	Spring 2010
20.	PAR240 Summative Evaluation	S. Goldstein	Spring 2010
	D. Development of an Assessment-Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)		
	E. Actions to be Taken as the Result of Previous Assessments (list course)		
1.	Design a BIO101 lab activity specifically for metabolism. Include this new activity in the next edition of the <i>BIO101 Lab Manual</i> .	M. Condon, S. Fraley, A. Scala	Fall 2009
2.	Establish rubric for grading pre- and post- labs in BIO030 and BIO130 courses.	C. Eames, S. Fraley, J. Mazza, S. Fowler	Spring 2010
3.	Incorporate graded assignments focused on word building into a MSO102 course requirement.	E. Justin	Spring 2010
4.	Add a "Chemistry of Nitrogenous Waste" lab activity into the BIO102 lab schedule, in which students relate the solubility of ammonia, urea and uric acid to ammoniotelic, urecotelic, and uricotelic animals.	M. Condon, A. Scala, E. Justin	Spring 2010
5.	Establish a pre-unit worksheet outlining serum proteins into MLT203.	A. Knickerbocker	Fall 2009
6.	Incorporate a case study into the didactic presentation of renal function into MLT203.	A. Knickerbocker	Fall 2009
7.	Conduct additional class discussion on the common types of fire and emergency service facilities in FIR102.	D. Walsh	Fall 2009
8.	Improve the homework assignment directions in which students identify and assess safety needs for emergency and non-emergency situations in FIR122.	D. Walsh	Spring 2010
9.	Incorporate the microscope rubric into the BIO030 lab manual.	S. Fowler	Fall 2009

10. Dedicate more instructional class time to microscope use in BIO030.	S. Fowler, C. Eames, E. Justin	Fall 2009
11. Make microscope rubric available to students in the open study lab.	S. Fowler, S. Browne	Fall 2009
IV. Department Objectives		
A. Program Development		
1. Finalize the design of the Management and Leadership in Emergency Services program.	S. Goldstein, D. Walsh, D. Violante	Fall 2009
B. Curriculum and Instruction		
1. Prepare the document and present the re-design of the General Biology curriculum, including the change of course numbers, to the Curriculum Committee.	M. Condon, A. Scala	Fall 2009
2. Prepare and present the proposal for a new course, BIO1XX Concepts in Biology, to the Curriculum Committee.	M. Condon	Fall 2009
3. Explore the development of a hybrid (online and classroom) section of EMB105.	S. Goldstein	Spring 2010
4. Develop a standardized rubric for BIO101 and BIO102 lab reports.	A. Scala, E. Justin, S. Fraley, M. Condon	Spring 2010
5. Revise the departmental test bank for BIO030.	S. Fowler, J. Mazza, C. Eames	Spring 2010
6. Correlate MSO102 course content to Medical Terminology courses offered at outside institutions.	E. Justin	Spring 2010
7. Explore the possibility of a blended (online and classroom) section of EMB105)	S. Goldstein	Spring 2010

V. Program Objectives		
A. Medical Laboratory Technology/Phlebotomy (MLT and PDC)		
1. Prepare and submit proposal to modify the math course requirement in the MLT program.	K. Ingham	Fall 2009
2. Prepare and submit the proposal to identify MAT118 as a course prerequisite to MLT203 Clinical Chemistry I.	K. Ingham	Fall 2009
3. Update the Phlebotomy Student Handbook to include information on program objectives and background checks/drug screening for clinical placement.	K. Ingham	Fall 2009
4. Submit the appropriate Medical Laboratory Technician curriculum documentation to the New York State Office of Professions for the program's consideration to be "licensure-qualifying."	K. Ingham	Spring 2010
B. Paramedic (PAR)		
1. Install a full-sized ambulance simulator on the second floor at DCC South.	S. Goldstein	Spring 2010
2. Maintain and/or expand current PAR and EMB105 enrollment trends.	S. Goldstein	Spring 2010
3. Host Paramedic Program Open Houses.	S. Goldstein	Fall 2009
4. Add special populations sections of EMB105 at Marist and Bard Colleges.	S. Goldstein	Spring 2010
5. Add a full-time faculty position to cover the increasing number of PAR and EMB105 courses offered each semester.	S. Goldstein	Spring 2010
C. Fire Science		
1. Conduct a test burn of wood trusses and wooden "I" beams to determine their failure time when exposed to fire. Produce a videotape and make this video available to the U.S. Fire Services.	D. Walsh	Spring 2010
2. Continue to update the program's web site where various documents, PowerPoint presentations, pictures, video clips, etc. will be posted and made available to the fire sciences.	D. Walsh	Spring 2010

3. Update the Fire Science courses to reflect any changes made to the National Fire Academy's Fire and Emergency Service Higher Education (FESHE) document.	D. Walsh	Spring 2010
4. Update the list of NYS Office of Fire Protection and Control (OFPC) courses that may be used as "Fire Career Electives" in the Fire Protection Technology AAS Degree.	D. Walsh	Spring 2010
5. Continue to assist fire departments in an advisory role, as well as to provide training materials and training sessions.	D. Walsh	Spring 2010
6. Prepare and submit the proposal to deactivate the FIR228 Industrial Hygiene course and modify the Fire and Occupational Safety A.S program accordingly.	D. Walsh	Fall 2009

6.3.02 Behavioral Sciences

**Behavioral Sciences
Objectives 2009-10**

I. College Objectives	Responsibility	Completion Date
<p>A. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 		
<p>1. Offer a Child Care internship seminar at The Children’s Home of Poughkeepsie to non-traditional learners. (HMS)</p>	M. Buglion	Spring 2010
<p>2. Develop a brochure highlighting our new Human Services A.S. degree program for recruitment. (HMS)</p>	M. VanVoorhis	Fall 2009
<p>3. Network with Mid-Hudson Coalition to raise awareness of education opportunities within the Human Services field. (HMS)</p>	M. VanVoorhis, P. Lamanna	Spring 2010
<p>4. Devote more time at the start of each semester to review in greater detail the syllabi and student learning outcomes for program courses. (CRJ)</p>	CRJ Staff	Fall 2009, Spring 2010
<p>5. Coordinate efforts to enhance students’ awareness of College resources through seminar experience, informal advising and formal advising.</p>	BHS Faculty and Staff	Fall 2009, Spring 2010
<p>6. Support re-entering adult learners in ECH131 and ECH132 student versions of all lecture notes will be distributed to all students.</p>	E. Hall	Spring 2010
<p>7. Attend various area High School Outreach Programs/Career Days.</p>	M. Olimpieri, D. Valentine	Fall 2009, Spring 2010
<p>8. Teach both online and evening courses which allow non-traditional students to attend college.</p>	BHS Faculty and Staff	Fall 2009, Spring 2010
<p>9. Provide department courses to special populations in various community settings in the greater county and beyond.</p>	BHS Faculty and Staff	Fall 2009, Spring 2010

B. Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness		
1. Continue working on course and program assessment, program review preparations, and implementing curriculum revisions as a result of this assessment.	BHS Department	Spring 2010
II. College Projects		
A. Benchmarking with Other Colleges		
1. Attend New York State Human Educators Association yearly workshop in Skaneateles, New York.	M. VanVoorhis	Fall 2009
2. Accompany students to the Mid-Atlantic Consortium of Human Services annual conference in Maryland.	M. VanVoorhis	Spring 2010
3. Network with 4 year colleges for marketing of the new Human Services A.S. degree and transfer of our students. (HMS)	HMS Staff	Spring 2010
4. Attend the Criminal Justice Education Association of New York State (CJEANYS) annual conference. (CRJ)	D. Valentine, R. Barnhart	Fall 2009
5. Continue discipline and program level discussions on how best to clarify and articulate transferability of department courses to SUNY 4 year institutions.	BHS Faculty and Staff	Spring 2010
6. Attend at the Conference of the National Association for the Education of Young Children with attention to best practices at two and four year colleges.	E. Hall, E. Myrianthopoulos	Fall 2009
7. Continue involvement with the regional educators involved in the Jointly Registered Teacher Education Programs (JRTEP) with SUNY New Paltz.	M. Olimpieri, P. Phipps E. Wild	Fall 2009, Spring 2010
B. Implementing Banner		
1. Emphasize use of Banner and myDCC in department 100 introductory seminar courses.	BHS Faculty and Staff	Fall 2009, Spring 2010

2. Use Banner as an advisement tool.	BHS Faculty and Staff	Fall 2009, Spring 2010
III. Assessment		
A. Academic Program Assessment (list program & who is responsible)		
1. Academic Program Review Process – EDE (second and third semesters).	E. Wild	Fall 2009, Spring 2010
2. Academic Program Review Process – ECH (first semester).	E. Wild	Spring 2010
3. Academic Program Review Process –ECC (first semester).	E. Wild	Spring 2010
4. Academic Program Review Process – LAT 7-12 (second and third semesters).	P. Phipps, M. Olimpieri, M. Hall	Fall 2009, Spring 2010
5. Academic Program Review Process – LAT 1-6 (first semester).	P. Phipps, M. Olimpieri, M. Hall	Spring 2010
6. Academic Program Review Process – LAH (fourth and fifth semesters).	P.Phipps, M. Hall	Fall 2009, Spring 2010
B. Update of Extended Course Outlines		
1. Identify Extended Course Outlines to be Updated (Dept. Head/OAA)		
a. BHS110	M. VanVoorhis	Spring 2010
b. BHS242	J. Dehn	Spring 2010
c. BHS245	M. VanVoorhis	Spring 2010
d. PSY207	M. VanVoorhis	Spring 2010
e. PSY235	M. VanVoorhis	Spring 2010
f. CRJ266	D. Valentine	Spring 2010
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes and Academic Objectives (Faculty)		

C. Course Assessment of Student Learning Outcomes (list courses)		
1. CMH/CDC/CHC 103	P. Lamanna, M. Buglion	Fall 2009
2. CMH/CDC 204, CHC 206	P. Lamanna, M. Buglion	Spring 2010
3. PSY207	M. VanVoorhis	Spring 2010
4. CRJ101	D. Valentine	Fall 2009
5. BHS142	D. Valentine	Spring 2010
6. ECH205	E. Hall	Fall 2009
7. ECH206	E. Myriantopoulos, C. McLaughlin	Fall 2009
8. ECH107	C. McLaughlin	Spring 2010
9. ECH108	M. Murasso	Spring 2010
10. PSY111	PSY Staff	Fall 2009
D. Development of an Assessment-Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)		
1. CHC103	P. Lamanna, M. Buglion	Spring 2010
2. ECH205	E. Hall	Spring 2010
3. ECH206	E. Myriantopoulos, C. McLaughlin	Spring 2010
4. PSY111	PSY Staff	Spring 2010
E. Actions to be Taken as the Results of Previous Assessments (list courses)		
1. In PSY207 additional instructional time was spent on understanding the various treatment systems. In addition, extra credit was offered to those students who attend the Writing Center.	M. VanVoorhis	Fall 2009
2. In CRJ107 additional instructional time will be directed to the mechanics of report writing to ensure more objective reports.	CRJ Staff	Fall 2009, Spring 2010
3. CRJ141 additional instructional time will be directed to the concept of "Due Process."	CRJ Staff	Fall 2009, Spring 2010
4. ECH101 – Introduction of ongoing log relating to the role of the teacher to support student connections in writing the essay assignment on this topic.	E. Wild	Fall 2009

5. ECH111 – Introduction of additional information on large motor development relating to indoor activities.	R. Woodcock	Fall 2009
IV. Department Objectives		
1. Continue to expand the review process for day and evening supervisors in order to maintain quality and consistency in courses provided by staff other than full-time faculty.	P. Phipps, D. Valentine, M. VanVoorhis, and E. Wild	Fall 2009, Spring 2010
2. Continue to offer and support courses and programs that provide domestic, as well as international, study opportunities for students.	S. Roberg-Lopez	Fall 2009, Spring 2010
3. Explore upper level department courses for possible inclusion in the SLN offerings from the department.	P. Phipps	Fall 2009, Spring 2010
4. Continue discipline and program level discussions on how best to clarify and articulate transferability of department courses to SUNY 4-year institutions.	BHS Faculty and Staff	Fall 2009, Spring 2010
5. Present the Margaret Mead Film Festival for students, prospective students and members of the Greater Hudson Valley community.	S. Roberg-Lopez, E. Casper Flood	Fall 2009, Spring 2010
6. Present Translations Festival for students.	P. Phipps	Spring 2010

**Department of Business
Objectives 2009-10**

I. College Objectives	Responsibility	Completion Date
A. Maximizing opportunities for access, readiness and college success ➤ <i>Recent high school graduates</i> ➤ <i>Re-entering adult learners</i> ➤ <i>Out of school learners</i>		
1. Participate in the COAP (Career Opportunities in Accounting Profession) Program, outreach to high school students.	G. Chaky, D. Most	Summer 2010
2. ANGEL on-line group class review.	B. Cassel, G. Chaky, W. Harwood, C. Lampack, M. Longhi, P. Rivera, Y, Sewell	Spring 2010
3. Examine Future Directions for the BUS Program.	BUS Faculty	Spring 2010
B. Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness		
1. Continue working on course and program assessment, program review preparations, and implementing curriculum revisions as a result of this assessment.	BUS Department	Spring 2010
II. College Projects		
A. Benchmarking with Other Colleges		
1. Participate in the SUNY New Paltz Community College Advisory Council.	G. Chaky, P. Rivera, G. Seligman	Fall 2009
B. Implementing Banner		
III. Assessment		
A. Academic Program Reviews (list program & who is responsible)		

1. PAL	J. McFadden	Spring 2010
B. Update of Extended Course Outlines		
1. Identify Extended Course Outlines to be updated (Dept. Head, OAA)		
a. None required.	BUS Dept.	Ongoing
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes and Academic Objectives (Faculty)		
a. None required.		
C. Course Assessment of Student Learning Outcomes (list courses)		
1. ACC110	B. Cassel	Fall 2008
2. BUS103	M. Longhi	Fall 2008
3. ACC205	G. Chaky	Fall 2008
4. ACC221	D. Most	Fall 2008
5. PAL210	J. McFadden	Fall 2008
D. Development of an Assessment-Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)		
1. BUS111	M. Longhi	Fall 2009
2. BUS208	M. Winby	Fall 2009
E. Actions to be Taken as the Result of Previous Assessments (list courses)		
1. ACC101 instructors will be asked to increase emphasis on certain topics as outlined in the Assessment Report Form.	B. Cassel	Fall 2009
2. BUS244 instructors will be asked to increase emphasis on certain topics as outlined in the Assessment Report Form.	J. Falabella	Fall 2009
3. PAL230 instructors will be asked to increase emphasis on certain topics as outlined in the Assessment Report Form.	W. Harwood	Fall 2009
4. Data to be collected and analyzed to evaluate the potential benefit of moving ACC104 from the first semester and/or requiring minimum levels of competence in math and reading.	P. Rivera	Spring 2010

IV. Department Objectives		
1. Organize a Full-time and Adjunct Faculty meeting to review the Introductory Seminars.	BUS Faculty	Fall 2009
2. Work with Academic Services and Testing to improve the success rate of BUS101, Business Mathematics, students.	P. Rivera, Y. Sewell, C. Lampack	Spring 2010
3. Continue development of a BUS capping course(s).	BUS Faculty	Spring 2010
4. Work with College staff to re-design the department Website.	BUS Faculty	Spring 2010

6.3.04 Engineering, Architecture, and Computer Technologies

**Engineering, Architecture, and Computer Technologies
Objectives 2009-10**

I. College Objectives	Responsibility	Completion Date
A. Maximizing opportunities for access, readiness and college success ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners		
1. Offer ELT Program courses at Dutchess South (DS) to local companies – The Gap Distribution and Fluor Maintenance. Planning to offer ELT105 at DS Spring 2010.	D. Barbuto	Spring 2010
2. Determine integration of revised ARC and CNS curricula.	ARC Faculty	Spring 2010
3. Review CAD Certificate based on revisions to ARC and CNS curricula.	ARC Faculty	Spring 2010
4. Explore additional courses for online offerings and expand the online presence of traditional courses.	F. Whittle	Fall 2010
B. Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness		
1. Continue working on course and program assessment, program review preparations, and implementing curriculum revisions as a result of this assessment.	ENACT Department	Spring 2010
II. College Projects		
A. Benchmarking with Other Colleges		
B. Implementing Banner		

III. Assessment		
A. Academic Program Reviews (list program & who is responsible)		
1. Aviation Science (AVI)	J. Trosie	Summer 2010
2. Engineering Science (ENR)	M. Courtney	Summer 2010
3. Advanced Science and Mathematics (ASM)	D. Barbuto	Fall 2009
B. Update of Extended Course Outlines		
1. Identify Extended Course Outlines to be updated (Dept Head/OAA)		
a. AVI100, AVI116	J. Trosie	Summer 2010
b. ARC100, ARC101, ARC103, ARC104, ARC107, ARC109, ARC113, ARC122, ARC202, ARC205, ARC207, ARC214	ARC Faculty	Summer 2010
c. CAD103, CAD104	ARC Faculty	Summer 2010
d. ENT131	D. Freeman, M. Courtney, D. Barbuto, J. Trosie	Summer 2010
e. ENR100, ENR101, ENR102, ENR106, ENR208	M. Courtney	Summer 2010
f. ENR201	L. Akins	Summer 2010
g. ENR215	D. Freeman, J. Akins	Summer2010
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes and Academic Objectives (Faculty)		
C. Course Assessment of Student Learning Outcomes (list courses)		
For the courses listed below with an asterisk (*), the department will need payment authorization to pay faculty to organize and implement the assessments as these courses are taught only by adjuncts. A proposal for such compensation has been submitted		
1. ARC102	J. Trosie	Summer 2010
2. AVI100, AVI208, AVI209	J. Trosie	Summer 2010
3. ARC113, ARC203, ARC205, ARC206	ARC Faculty	Summer 2010
4. ARC122*	D. Freeman, G. Brown	Summer 2010

5. CAD102*	D. Freeman, G. Fildes	Summer 2010
6. CAD103*	D. Freeman, P. Roberts	Summer 2010
7. CAD104*	D. Freeman, S. Whalen	Summer 2010
8. CAD206*	D. Freeman	Summer 2010
9. CIS100, CIS211, CIS214, CIS215, CIS226, CIS235	CIS Faculty	Summer 2010
10. ELT107, ELT213, ELT216	D. Barbuto	Summer 2010
11. ENR100, ENR106, ENR204, ENR209	M. Courtney	Summer 2010
12. ENR201	L. Akins	Summer 2010
13. ENR215*	D. Freeman, J. Akins	Summer 2010
<i>D. Development of an Assessment-Based Action Plan (Includes information indicating how the results obtained from the assessment will be used to improve student earning)</i>		
<i>E. Actions to be Taken as the Result of Previous Assessment (list course)</i>		
1. ACR105, ARC106	C. McGuire	Summer 2010
2. AVI104	J. Trosie	Summer 2010
3. ENR102, ENR207	M. Courtney	Summer 2010
4. CIS107, CIS112, CIS114, CIS124, CIS126, CIS212, CIS228	CIS Faculty	Summer 2010
5. ELT108, ELT218, ELT250	L. Akins	Summer 2010

IV. Department Objectives		
A. Enhance Student Academic Success		
1. Re-evaluate the CIS program and INM program offerings in light of upcoming retirements of faculty/staff.	F. Whittle	Fall 2010
2. Evaluate book adoptions with an emphasis in evaluating technology as an adjunct or alternative to standard textbooks.	F. Whittle	Fall 2010
3. Contact other SUNY and State colleges with A.A.S. Programs in Architecture and Construction Management to determine if there is interest in a group meeting or discussion.	ARC Faculty	Spring 2010
4. Participate in Two Year Engineering Science Association meetings and functions.	M. Courtney	Spring 2010
5. Continue to schedule industry guest speakers for ENR students.	M. Courtney	Spring 2010
B. Improve Outlooks for Graduates		
1. Gather interested faculty to discuss and brainstorm new energy-related curricula.	ENACT Faculty	Spring 2010
2. Meet with Builders Association of the Hudson Valley to determine if greater opportunities exist for our CNS students.	ARC Faculty	Spring 2010
3. Continue to seek employment and internships for students in CAD program and Architecture and Construction Technology.	ARC Faculty	Spring 2010
4. Continue classroom presentations by architects, construction managers, and manufacturers' representatives.	ARC Faculty	Spring 2010
5. Explore the possibility of using the Microsoft. NET Platform in CIS223.	F. Whittle	Spring 2010
6. Explore the usage of web technologies to increase the exposure of students to employers and engage the employers in communication.	F. Whittle	Summer 2010
7. Evaluate and purchase additional vendor specific tutorials to assist students in preparing for vendor certifications.	F. Whittle	Summer 2010
8. Develop new curriculum for Aviation Management.	J. Trosie	Fall 2009
9. Develop additional articulation agreements for Aviation Science.	J. Trosie, M. Meredith	Spring 2010

10. Seek employment and internship opportunities for students in the ENR program.	M. Courtney	Spring 2010
11. Seek opportunities for field trips to four-year engineering institutions for ENR students.	M. Courtney	Spring 2010
C. Use Advanced Technology to Facilitate Learning and Communication		
1. Encourage student technology mobility through Autodesk student community.	ARC Faculty	Spring 2010
2. Develop budget and implementation schedule and course work for REVIT.	ARC Faculty	Spring 2010
3. Develop an adjunct work area in CBI204 where the many CIS adjuncts will be able to meet with students, do research and meet in informal sessions.	F. Whittle	Fall 2010
4. In conjunction with DCC Community Services Office, develop Photovoltaic laboratory for credit and non-credit photovoltaic classes, and implement plan for installation of campus demonstration photovoltaic system provided for by 'SUNY Greens' NYSERDA grant.	M. Courtney	Spring 2010
D. Community Outreach		
1. Host the first regional Lego League Tournament.	L. Akins, D. Barbuto, M. Courtney	Spring 2010
2. Provide leadership on the Lego League Executive Committee.	L. Akins, D. Barbuto, M. Courtney	Summer 2010
3. Coordinate with Admissions Office to offer the "Introductions to College and Careers Program" for area high schools.	L. Akins	Spring 2010
4. Work with OAA to offer "Day of Architecture" program.	ARC Faculty	Spring 2010
5. Work with OAA to offer Architectural Design Competition as an annual event. Next competition is set for June 2010.	ARC Faculty	Summer 2010

6. Work with City of Poughkeepsie for projects in ARC110, ARC203, and ARC206 using real sites and projects.	ARC Faculty	Spring 2009
7. Co-Chair the Magnetic Levitation Competition for area high schools and middle schools in November.	D. Barbuto	Fall 2009
8. Host the Annual DCC Punkin' Chunkin' Design Competition.	M. Courtney	Fall 2009
9. Seek out opportunities to visit with area high schools regarding DCC Engineering Science Transfer program.	M. Courtney	Spring 2009
10. Seek out opportunities to present information on Photovoltaics Technology and Solar Energy at community functions and activities.	M. Courtney	Spring 2009

**English and Humanities
Objectives 2009-10**

I. College Objectives	Responsibility	Completion Date
<p>A. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 		
<p>1. Form and advise a Returning Adult Student Club for students reentering college after four or more years of life experience. The club will help them understand and survive in today's college culture.</p>	A. Batchelor	Fall 2009
<p>2. Encourage discussion and introduce literacy concepts to out of school learners during the "Epiphany to Perspective: <i>Their Eyes Were Watching God</i>" at Bethel Missionary Baptist Church.</p>	A. Batchelor	Fall 2009
<p>3. Discuss literacy and culture context of <i>Their Eyes Were Watching God</i> to out of school learners during Book Club Gathering at Adriance Poughkeepsie Library.</p>	A. Batchelor	Fall 2009
<p>4. Continue the Student Mentor Program which is now in its third year.</p>	L. Cherciu, S. Weglinski, C. Stevens	Spring 2010
<p>5. Meet with high school teachers for three workshops during the year to discuss the teaching of ENG101 and ENG102 during the school day and insure the pedagogy, content, and structure mirror the courses on campus.</p>	J. Goffe-McNish	Spring 2010
<p>6. Teach a Winter Session course on Hudson Valley literature (T. C. Boyle's novel <i>World's End</i>) to adult out-of-school learners at the Center for Lifetime Study at Marist College.</p>	B. Kolp	Spring 2010

7. Present a lecture on and lead a discussion of “Rip Van Winkle” and “The Legend of Sleepy Hollow” for adult out-of-school learners at the Hyde Park Free Library.	B .Kolp	Fall 2009
8. Participate in the FOCUS program for developmental students in collaboration with Academic Services.	K. Cavanaugh, M. Klein, L. Pignetti, J. Sterling, R. Wiley	Fall 2009 and Spring 2010
<i>B. Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness</i>		
1. Continue working on course and program assessment, program review preparations, and implementing curriculum revisions as a result of this assessment.	ENG Department	Spring 2010
II. College Projects		
<i>A. Benchmarking with Other Colleges</i>		
<i>B. Implementing Banner</i>		
III. Assessment		
<i>A. Academic Program Reviews (list program & who is responsible)</i>		
<i>B. Update of Extended Course Outlines</i>		
<i>1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)</i>		
<i>2. Update Extended Course Outlines to include appropriate Student Learning Outcomes and Academic Objectives (Faculty)</i>		
1. ENG092	K. Cavanaugh, J. Desmond, M. Klein, L. Pignetti, J. Sterling, D. Teague	Fall 2009

2. ENG096	R. Malboeuf	Fall 2009
3. ENG201	B. Kolp	Fall 2009
4. ENG203	D. Teague	Fall 2009
5. ENG208	C. Kushner	Fall 2009
6. ENG224	J. Goffe-McNish	Fall 2009
7. ENG226	J. Allen	Fall 2009
8. FRE199	M. Elone	Fall 2009
9. ITL101	M. Elone	Fall 2009
10. PHI203	D. Nelson	Fall 2009
11. REA091/100	L. Pignetti	Fall 2009
12. SPA201	F. Raucci, O. Mazzuca, C. Stokes	Fall 2009
13. SPA320	F. Raucci, O. Mazzuca, C. Stokes	Fall 2009
14. ENG215	L. Williams	Spring 2010
15. ENG225	J. Goffe-McNish	Spring 2010
16. ENG227	J. Desmond	Spring 2010
17. ENG231	C. Kushner	Spring 2010
18. FRE208	M. Elone	Spring 2010
19. ITL102	M. Elone	Spring 2010
20. ITL208	M. Elone	Spring 2010
21. SPA202	F. Raucci, O. Mazzuca, C. Stokes	Spring 2010
22. SPA208	F. Raucci, O. Mazzuca, C. Stokes	Spring 2010

C. Course Assessment of Student Learning Outcomes (list courses)		
1. ENG091	M. Klein, J. Sterling, B. Squires	Fall 2009
2. ENG110	H. Bergon	Fall 2009
3. PHI205	D. Nelson	Fall 2009
4. REA105	R. Wiley	Fall 2009
5. SPA301	F. Raucci, O. Mazzuca, C. Stokes	Fall 2009
6. ENG102	T. Denton, N. Hooker, B. Kolp, B. Squires, R. Wiley	Spring 2010
7. ENG201	B. Kolp	Spring 2010
8. ENG205	N. Hooker	Spring 2010
9. ENG207	K. Kushner	Spring 2010
10. SPA302	F. Raucci, O. Mazzuca, C. Stokes	Spring 2010
D. Development of an Assessment-Based Action Plan (Includes information indicating how the results obtained from the assessment will be used to improve student learning)		
E. Actions to be Taken as the Result of Previous Assessment (list course)		
1. Modify extended course outlines and course procedures and select new textbooks as appropriate.	ENG Faculty	Fall 2009, Spring 2010
IV. Department Objectives		
A. LAH Program		
1. Complete a LAH SUNY advisement track proposal.	J. Goffe-McNish	Spring 2010

2. Continue meetings with LAH100 instructors three times per year to ensure that the course is being presented similarly by everyone.	J. Goffe-McNish	Spring 2010
3. Prepare a brochure of Careers in LAH.	J. Goffe-McNish	Spring 2010
B. Assessment		
1. Continue the collaborative portfolio assessment in ENG092.	J. Allen, T. Denton, L. Cherciu, M. Klein	Fall 2009
2. Complete a study of and clarify the goals of 200-level courses.	H. Bergon, J. Goffe-McNish, C. Kushner, K. O'Neill, L. Williams	Spring 2010
3. Host a dinner meeting of full-time and adjunct ENG102 faculty in preparation for the Spring 2010 assessment of ENG102.	T. Denton, N. Hooker, B. Kolp, B. Squires, R. Wiley	Fall 2009
C. Writing Program Handbook		
1. Update the online edition of the Handbook.	J. Allen, K. Cavanaugh, T. Denton, M. Klein, B. Kolp	Fall 2009
D. Language Programs		
1. Develop common final exams for all elementary Spanish courses.	O. Mazzuca, F. Raucci, C. Stokes	Spring 2010
2. Develop and implement SPA102 as SLN course.	O. Mazzuca	Spring 2010
3. Research technology and methodology to provide continuity in advanced Spanish courses (300-level)	O. Mazzuca, F. Raucci, C. Stokes	Spring 2010
4. Implement electronic resources for Spanish language learning (e book, e-workbook, and speech recognition).	O. Mazzuca, F. Raucci, C. Stokes	Spring 2010
E. Reading Program		
1. Host two meetings for reading adjuncts to set course standards, improve instruction, and examine student learning outcomes for REA103.	L. Pignetti, R. Wiley	Fall 2009
2. Pilot new textbook for REA091 to provide a better transition to REA103 and to build a stronger foundation for college-level reading, writing, and critical thinking tasks.	L. Pignetti	Spring 2010

F. Other		
1. Invite Professor Richard Grinnell of Marist College to discuss his textbook "Science and Society" in ENG101 Honors.	L. Cherciu	Fall 2009
2. Invite Professor Judith Saunders to discuss her new book on Edith Wharton in ENG223: Women's Literature.	L. Cherciu	Spring 2010
3. Organize and conduct a meeting with adjunct instructors.	J. Allen, A. Batchelor, L. Cherciu, J. Clapp, K. Lang	Fall 2009
4. Organize a reading in support of April: National Poetry Month	Department Committee	Spring 2010
5. Make presentations on the adaptation of <i>Their Eyes Were Watching God</i> on October 13 for the general public and on October 14 for three local high schools for The Big Read.	J. Desmond	Fall 2009
6. Accompany G. Stevens on a tour of Harlem for The Big Read on October 16.	J. Desmond	Fall 2009
7. Prepare a brochure on careers in ENG/HUM.	J. Goffe-McNish	Spring 2010
8. Normalize the experimental all course Introduction to Women's Studies.	N. Hooker	Spring 2010
9. Demonstrate to adjunct faculty how to post course materials in Angel.	B. Kolp	Fall 2009

6.3.06 Health, Physical Education, Athletics and Dance

**Health, Physical Education, Athletics and Dance
Objectives 2009-10**

I. College Objectives	Responsibility	Completion Date
A. Maximizing opportunities for access, readiness and college success <ul style="list-style-type: none"> ➤ <i>Recent high school graduates</i> ➤ <i>Re-entering adult learners</i> ➤ <i>Out of school learners</i> 		
1. Develop and promote "Exercise and Academic Success" program.	D. VanBuren	Spring 2010
2. Will continue to work with Academic Services to find new ways to help students achieve academic success.	K. O'Connell	Spring 2010
B. Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness		
1. Continue working on course and program assessment, program review preparations, and implementing curriculum revisions as a result of this assessment.	HPEAD Department	Spring 2010
II. College Projects		
A. Benchmarking with other Colleges		
B. Implementing Banner		
III. Assessment		
A. Academic Program Assessment (list program & who is responsible)		

B. Update of Extended Course Outlines		
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)		
a. DAN 101	H. Molella/OAA	Fall 2009
b. DAN 102	H. Molella/OAA	Fall 2009
c. DAN 104	H. Molella/OAA	Fall 2009
d. DAN 106	H. Molella/OAA	Fall 2009
e. ESW 100	H. Molella/OAA	Fall 2009
f. PED 111	H. Molella/OAA	Fall 2009
g. PED 113	H. Molella/OAA	Fall 2009
h. PED 114	H. Molella/OAA	Fall 2009
i. PED 116	H. Molella/OAA	Spring 2010
j. PED 197	H. Molella/OAA	Spring 2010
k. PED204	H. Molella/OAA	Spring 2010
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes and Academic Objectives (Faculty)		
a. DAN 101	H. Molella	Fall 2009
b. DAN 102	T. Sweet, A. M. Zanchetti	Spring 2010
c. DAN 104	D. VanBuren, A. M. Zanchetti	Fall 2009
d. DAN 106	H. Molella	Spring 2010
e. ESW 100	D. VanBuren, H. Molella, D. Seaman	Fall 2009
f. PED 111	D. VanBuren	Fall 2009
g. PED113	T. Sweet, M. Levitz, P. Michaelson	Spring 2010
h. PED114	D. VanBuren, C. Secor	Fall 2009

i. PED116	D. VanBuren, J. DiMaura	Fall 2009
j. PED197	D. VanBuren, R. McVey	Fall 2009
k. PED204	D. VanBuren	Spring 2010
C. Course Assessment of Student Learning Outcomes (list courses)		
a. DAN 101	H. Molella	Fall 2009
b. DAN 102	T. Sweet/A. M. Zanchetti	Spring 2010
c. DAN 104	D. VanBuren/ A. M. Zanchetti	Fall 2009
d. DAN 106	H. Molella	Spring 2010
e. ESW 100	D. VanBuren/H. Molella/ D. Seaman	Fall 2009
f. PED 111	D. VanBuren	Fall 2009
g. PED 113	T. Sweet/M. Levitz/ P. Michaelson	Spring 2010
h. PED 114	D. VanBuren, C. Secor	Fall 2009
i. PED 116	D. VanBuren, J. DiMaura	Fall 2009
j. PED197	D. VanBuren, R. McVey	Fall 2009
k. PED204	D. VanBuren	Spring 2010
D. Development of an Assessment-Based Action Plan (Includes information indicating how the results obtained from the assessment will be used to improve student learning)		
1. DAN 101	H. Molella	Fall 2009
2. DAN 102	T. Sweet/A. M. Zanchetti	Spring 2010

3. DAN 104	D. VanBuren/ A. M. Zanchetti	Fall 2009
4. DAN 106	H. Molella	Spring 2010
5. ESW 100	D. VanBuren/H. Molella, D. Seaman	Fall 2009
6. PED 111	D. VanBuren	Fall 2009
7. PED113	T. Sweet/M. Levitz, P. Michaelson	Spring 2010
8. PED114	D. VanBuren, C. Secor	Fall 2009
9. PED116	D. VanBuren, J. DiMaura	Fall 2009
10. PED197	T. Sweet/R. McVey	Spring 2010
11. PED204	D. VanBuren	Spring 2010
E. Actions to be Taken as the Result of Previous Assessments(list course)		
1. DAN 108	H. Molella/A.M. Zanchetti	Fall 2009
2. HED 125	D. VanBuren	Fall 2009
3. PED 101	M. Levitz	Fall 2009
4. PED 115	D. VanBuren	Fall 2009
5. Exercise Science and Wellness Program Review a. Work on completing the Physical Education Articulation with Cortland College b. Create a three year contract, instead of a one year contract, with the Athletic Training Articulation with Marist College c. Work on implementing a trial course for the ESW 202, to extend the students hands on hours to the outside community	Tara Sweet	Spring 2010
IV. Department Objectives		
A. Participate in Community Health Events		
1. Participate in American Heart Association Walk.	D. VanBuren	Spring 2010
B. Sponsor College Wellness Fair		
1. Participate in Wellness Fair.	D. VanBuren, S. Kennen	Spring 2010

2. Work with and prepare ESW students to supervise the HPEAD table at the wellness fair offering blood pressure and body composition measurements as well as flyers to increase student awareness of important health issues and also course offerings in our department.	T. Sweet	Spring 2010
C. Promote Campus-Wide Employee Health/Wellness		
1. Participate in Campus Breast Cancer Awareness Walk.	D. VanBuren, S. Kennen	Fall 2009
2. Organize and participate in Friday Workouts at Noon.	D. VanBuren	Spring 2010
3. Will organize and lead a professional development program in January.	K. O'Connell	Spring 2010
4. Extend the Get Fit Together Program to include students as well as faculty and staff	T. Sweet	Spring 2010
D. Strengthen Department		
1. Promote Group Fitness Leadership Credential.	D. VanBuren	Spring 2010
2. Develop "Health and Aging" Course.	D. VanBuren	Spring 2010
3. Discuss and implement ways to improve course assessment	D. VanBuren	Spring 2010
4. Present Tap Dance Course to Curriculum Committee.	H. Molella	Spring 2010
5. Present History of Black Dance Course to Curriculum Committee.	H. Molella	Spring 2010
6. Present Dance Course for Performing Arts Majors taking community dance lessons to Curriculum Committee.	H. Molella	Spring 2010
7. Develop a Children's Dance Course.	H. Molella	Spring 2010
8. Expand Performance and Applied Dance Course into a 3 credit Lab course.	H. Molella, D. VanBuren	Fall 2009
9. Develop a "Walking for Fitness" Course.	H. Molella, D. VanBuren	Fall 2009
10. Hold one late department meeting in Spring to accommodate adjunct faculty.	H. Molella	Spring 2010
11. Expand "Intro to Martial Arts" course.	H. Molella	Fall 2009
12. Promote and Fund Raise for Department Scholarships	H. Molella	Spring 2010
13. Continue to develop ANGEL WFE Community Faculty Group	K. O'Connell	Spring 2010
14. Expand the ESW Program	T. Sweet	Spring 2010

**History, Government and Economics
Objectives 2009-10**

I. College Objectives	Responsibility	Completion Date
A. Maximizing opportunities for access, readiness and college success <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 		
1. Continue to recruit qualified students for the Honors program.	W. Steger	Fall 2009, Spring 2010
2. Offer the high school Model U.N.	HGE Staff	Fall 2009
3. Continue participation in 2010 Summer Scholars, a residential college-experience program for high school students held at the campuses of Vassar, Bard, and Marist.	A. Rieser	Summer 2010
B. Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness		
1. Continue working on course and program assessment, program review preparations, and implementing curriculum revisions as a result of this assessment.	HGE Department	Spring 2010
II. College Projects		
A. Benchmarking with Other Colleges		
1. Continue to investigate developing, in conjunction with the BHS Department, a Liberal Arts Social Science program.	A. Rieser, W. Steger	Fall 2009, Spring 2010
2. Continue to cooperate with Vassar College's Department of Education in producing the Dutchess County Model United Nations simulations.	A. Rieser	Fall 2009, Spring 2010

3. Continue to investigate final exam and academic dishonesty policies of peer institutions.	A. Rieser	Fall 2009, Spring 2010
B. Implementing Banner		
1. Develop an awareness of how to best utilize Banner from a faculty perspective.	HGE Staff	Fall 2009, Spring 2010
III. Assessment		
A. Academic Program Reviews (list program & who is responsible)		
1. Participate in the 2009 LAH Program Review committee, oversee benchmarking of student learning, and author the 2009 LAH Program Review report.	A. Rieser	Fall 2009, Spring 2010
2. Contribute to the official campus committee discussing program assessment as it relates to institutional assessment.	S. Ahmad	Fall 2009, Spring 2010
B. Update of Extended Course Outlines		
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)		
a. Review the EXO's to ensure they are current and accurate.	HGE Staff	Fall 2009, Spring 2010
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes and Academic Objectives (Faculty)		
a. Review the EXO's to ensure that the Student Learning Outcomes are current and accurate.	HGE Staff	Fall 2009, Spring 2010
C. Course Assessment of Student Learning Outcomes (list courses)		
1. ECO121, HIS207, HIS214	M. Manner, L. Murphy, HGE Staff	Fall 2009
2. ECO105, HIS209, HIS107	M. Manner, HGE staff	Spring 2009

D. Development of an Assessment-Based Action Plan (Includes information indicating how the results obtained from the assessment will be used to improve student learning.		
1. Develop an Assessment-Based Action Plan, showing ways in which results obtained from the assessment will be used to improve student learning.	HGE Staff	Fall 2009, Spring 2010
E. Actions to be Taken as the Result of Previous Assessments (list course)		
1. Review the cross disciplinary courses	A. Rieser, L. Murphy, HGE Staff	Fall 2008
IV. Department Objectives		
A. Strengthen Department		
1. Update HGE specific guidelines booklet to distribute to the department's adjuncts and new full-time faculty.	A. Rieser, HGE Staff	Fall 2009, Spring 2010
2. Continue learning abroad program.	J. Norton, W. Steger	Fall 2009, Spring 2010
3. Support activities of the Political Science Club. These activities include voter registration and candidate forums.	A. Rieser, HGE Staff	Fall 2009, Spring 2010
4. Develop more procedures to incorporate new faculty fully into the HGE Department.	HGE Staff	Fall 2009, Spring 2010
5. Offer significant speakers as part of the Professional Staff Development program, the College's Lyceum program and Handel Chair activities.	HGE Staff	Fall 2009, Spring 2010
6. Support activities of the History Zone. The departmentally-sponsored history study group.	A. Rieser	Fall 2009, Spring 2010
7. Update HGE Department brochure.	HGE Staff	Fall 2009, Spring 2010

B. Enhance Faculty Morale and Intellectual Development		
1. Participate in campus-wide activities, including fundraising for the College Archives.	A. Rieser, HGE Staff	Fall 2009, Spring 2010
2. Include adjuncts in all activities such as department meetings, and the Algonquin Forum.	A. Rieser, HGE Staff	Fall 2009, Spring 2010
3. Offer dinners for faculty members and invited guest speakers during the academic year.	HGE Staff	Fall 2009, Spring 2010
4. Add activities such as film viewing and discussion.	HGE Staff	Fall 2009, Spring 2010
5. Offer activities for the faculty and professional staff under the auspices of the Professional Staff Development Committee.	HGE Staff	Fall 2009, Spring 2010
C. Continuing Activities		
1. Continue active department participation in the Professional Staff Organization (PSO), the Dutchess United Educators (DUE), college committees and councils, and community service activities.	HGE Staff	Fall 2009, Spring 2010
2. Encourage department members to participate in the affairs and annual meetings of their respective professional organizations.	HGE Staff	Fall 2009, Spring 2010
3. Continue offering high school Model United Nations simulations co-sponsored by the HGE Department, BOCES, and Vassar College's Department of Education.	A. Rieser, HGE Staff	Fall 2009, Spring 2010
4. Continue participation in the World Affairs Council of the Mid-Hudson Valley.	S. Ahmad, A. Rieser	Fall 2009, Spring 2010
5. Continue to support community organizations such as the United Way, the Dutchess County Historical Society, the Dutchess County Interfaith Council, and the Gillespie Forum.	S. Ahmad, W. Steger, HGE Staff	Fall 2009, Spring 2010
6. Continue the annual department awards ceremony because it recognizes student achievement and enhances student success.	HGE Staff	Fall 2009

6.3.08 Mathematics, Physical and Computer Sciences

**Mathematics, Physical, and Computer Sciences
Objectives 2009-10**

I. College Objectives	Responsibility	Completion Date
A. Maximizing opportunities for access, readiness and college success ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners		
1. Investigate how Regents' Exam scoring practices affect the use of high school transcripts as a placement tool, and the general preparedness of our students.	B. Cavalieri, T. Kopilak	Spring 2010
2. Bring math faculty up-to-date on changes in the public school math curriculum, particularly as they may affect student preparedness and placement standards.	MPCS Faculty	Spring 2010
3. Improve the collection and analysis of data collected at the math lab in order to document the influence of math lab attendance on student success.	T. Zito, J. Moseley	Spring 2010
4. Implement best practices for operating a math lab as gathered at the Math Lab Director's conference in Bowling Green, OH, July 2009.	T. Zito, J. Moseley	Spring 2010
B. Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness		
1. Continue working on course and program assessment, program review preparations, and implementing curriculum revisions as a result of this assessment.	MPCS Department	Spring 2010

II. College Projects		
A. Benchmarking with Other Colleges		
1. R. Lathrop continues to be a member of the undergraduate education committee of the American Association of Physics Teachers. This requires attendance at national conferences to discuss issues involving physics education with faculty from other schools across the country.	R. Lathrop	Spring 2010
2. Continue faculty participation in the Community College Science Advisory Board at SUNY New Paltz, with the goal of improving articulation with New Paltz and sharing curriculum ideas with other community colleges. Faculty will attend the annual CCSB meeting.	MPCS Faculty	Spring 2010
3. Bring 3-4 DCC LAM students to the <i>Mid-Hudson Mathematics Conference for Undergraduates</i> to be held at Bard College on Sunday, October 25, 2009.	W. Ostertag	Fall 2009
4. Attend two day conference of the Lab Safety Institute in Natick, MA, date TBD.	J. Cavalieri	Spring 2010
5. Attend Pearson/Addison Wesley conference on developmental math.	S. Taylor	Fall 2009
6. Attend NY State Geological Association Conference.	S. Conrad	Fall 2009
7. Attend Environmental History of the Hudson Conference.	S. Conrad	Fall 2009
8. "Ritual and Medicinal Plants of Latin America", Thursday, September 24 th at 12:30. Co-presenting with Stephanie Roberg-Lopez, as part of Hispanic Heritage Month.	J. Cavalieri	Fall 2009
9. Attend Verizon Faculty Institute to insure that the curriculum DCC follows for the Telecommunications program is the same as the other participating campuses. We participate in making changes, and in technology selection for the students in this program.	S. DeGuzman, R. Lathrop	Summer 2009
10. Attend Regional NYSMATYC conference (New York State Mathematics at Two Year Colleges).	C. DelTreste	Fall 2009
B. Implementing Banner		
1. Continue to make suggestions (via ISSC) to make Banner more useful for faculty.	MPCS Faculty	Spring 2010

III. Assessment		
A. Academic Program Review (list program & who is responsible)		
B. Update of Extended Course Outlines		
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)		
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes and Academic Objectives (Faculty)		
a. PHY152, PHY251	R. Lathrop	Spring 2010
b. MAT128, MAT129	S. DeGuzman	Spring 2010
c. AST131	T. Zito, T. Welling	Spring 2010
d. MAT100	J. Clark	Spring 2010
e. MAT131	M. Roland, P. Darcy	Spring 2010
C. Course Assessment of Student Learning Outcomes (list courses)		
1. PHY251	R. Lathrop	Spring 2010
2. MAT091	C. Deltreste	Spring 2010
3. MAT118	D. Staats	Spring 2010
4. MAT217	W. Ostertag	Spring 2010
5. GLG121, GLG126, PHS103	T. Welling	Spring 2010
6. PHS101	M. McConnaughay	Spring 2010
7. CHE231	J. Cavalieri	Spring 2010
8. MAT107	C. DelTreste, T. Kopilak	Fall 2009

D. Development of an Assessment-Based Action Plan (Includes information indicating how the results obtained from the assessment will be used to improve student learning)		
1. Following the principles emphasized in workshops by Peggy Maki, the MPCS Math Issues group is organizing the math courses into common assessment threads with the goal of connecting our math assessment to national standards, including the SUNY/MAA Learning Outcomes for Math, as well as the AMATYC standards published in Crossroads in Mathematics, and the CUPM Curriculum Guide. The thread for developmental courses will be completed this year.	MPCS Faculty	Spring 2010
2. Use of the MPCS laptop cart: the laptop carts will improve student learning by providing the opportunity for time on task in class using various computer software packages. The laptops provide access to technology in a supportive learning environment that has been created for the students. Currently this cart is being used in MAT091 Course Redesign Sections, MAT109, and MAT118, and cooperatively with Academic Services.	M. Roland, C. Deltreste	Fall 2009, Spring 2010
E. Actions to be Taken as the Result of Previous Assessments(list course)		
1. MAT222 – Revise syllabus.	W. Ostertag	Spring 2010
2. CHE111 – Faculty are in the process of choosing a new textbook, which might present the topic of acid-base chemistry in a more thorough way. The department may choose to continue using the current textbook through the remainder of the current edition. The syllabus is full, though, so to put in extra time on this topic will require dropping something else.	J. Cavalieri, R. MacNamee, B. Baumert	Fall 2010

3.	PHY152 – The section of the course focusing on circuits has been moved to an earlier part of the semester to accommodate the population of students who are pursuing electrical engineering and are co-enrolled in ENR201 and PHY152.	R. Lathrop	Spring 2010
IV. Department Objectives			
A. Develop new course offerings			
1.	Work with ENACT Department to develop an energy-issues related curriculum, involving, potentially, new courses, new certificates or new degrees, with the goal of connecting students with employment in a burgeoning industry or of transferring into new energy-related degrees now appearing at four-year colleges.	MPCS Faculty	Spring 2010
2.	Proposal for an experimental course in nanotechnology, another burgeoning field.	B. Baumert	Spring 2010
B. Administer Grants			
1.	Under the Orcutt Endowed Chair grant, we will bring astronomer Phil Plait to the campus for a public lecture and two classroom visits.	T. Zito	Fall 2009
2.	New data gathering efforts in the Math Lab will improve our responsiveness to Perkins Grant reporting requirements.	T. Zito, J. Moseley	Spring 2010
C. Outreach to Community			
1.	MAG-LEV event coordinated by R. Lathrop in MPCS and D. Barbuto in ENACT.	R. Lathrop	Fall 2009
2.	Math and Science Matters will repeat on March 6, 2010, reaching 250-300 middle school girls with the message that science and math studies can be a rewarding part of their future.	MPCS Faculty	Spring 2010
3.	Conduct NYSMATYC Math League Competition.	T. Kopilak	Spring 2010
4.	Maintain MPCS Math Puzzler of the Month.	B. Cavalieri	Spring 2010

D. Long-Range Objectives		
1.	To improve the culture of academic honesty within MPCS by developing uniform, department-wide means of communicating and enforcing the College's Academic Dishonesty Policy.	T. Zito, T. Kopilak, S. DeGuzman, R. Lathrop, J. Halsey
2.	Update MathCAD manual to online version.	W. Ostertag
3.	Update AST132 Lab Manual.	T. Zito
4.	Promote the use of personal response systems ('clickers') in DCC classrooms in a PSD workshop demonstrating their use and documenting their record of effectiveness as a teaching tool.	T. Zito

6.3.09 Nursing

**Nursing
Objectives 2009-10**

I. College Objectives	Responsibility	Completion Date
A. Maximizing opportunities for access, readiness and college success <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 		
1. Collect and analyze data regarding students matriculating as nursing students to determine number qualified to enter program.	T. Doherty	Spring 2010
B. Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness		
1. Continue working on course and program assessment, program review preparations, and implementing curriculum revisions as a result of this assessment.	NUR Department	Spring 2010
II. College Projects		
A. Benchmarking with Other Colleges		
B. Implementing Banner		
III. Assessment		
A. Academic Program Assessment (list program & who is responsible)		
1. Nursing assessment by the National League for Nursing (NLNAC) scheduled for 2014.	NUR Faculty	Ongoing

B. Update of Extended Course Outlines		
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)		
a. NUR105, 107, 112, 204, 213, 215, 216.	T. Doherty	Fall 2009
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes and Academic Objectives (Faculty)		
a. NUR105, NUR107	M. Bashoff, I. Grutzner	Fall 2009
b. NUR112	B. Kabbash, I. Grutzner, N. Moskowitz	Spring 2010
c. NUR204	T. Doherty	Fall 2009
d. NUR213	T. Doherty, K. Desmond	Fall 2009
e. NUR216	K. Blonder, K. Desmond	Spring 2010
C. Course Assessment of Student Learning Outcomes (list courses)		
1. NUR204	T. Doherty	Spring 2010
D. Development of an Assessment-Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)		
1. Investigate NUR112 students' ability to calculate primary and secondary intravenous infusion rates. Continue collecting data in late April in NUR112 using previous format (2008 and 2009) continue to trend data.	J. Fitzpatrick	Spring 2010
E. Actions to be Taken as the Result of Previous Assessments(list course)		
1. Develop list of recommendations for improvement of student learning—as a result of above Assessment Activity.	J. Fitzpatrick, B. Kabbash	Fall 2009, Spring 2010
IV. Department Objectives		
A. Retention of students		
1. Update "Guide for Pre-Nursing Students."	T. Doherty, I. Grutzner	Fall 2009
2. Collect and analyze data regarding each nursing course's calculation test pass rates on the first try.	N. Moskowitz	Fall 2009
3. Collect and analyze student performance on tested	T. Doherty	Spring 2010

pharmacology content to serve as basis to enhance instruction.		
B. Maintain Excellence in Nursing		
1. Update "Nursing Faculty Handbook."	T. Doherty, I. Grutner	Fall 2009
2. Develop recommendations to improve each nursing course's objectives regarding calculation test pass rates on the first try.	N. Moskowitz	Spring 2010
3. Modify and develop forms to assist students in a clinical setting.	N. Moskowitz	Fall 2009
4. Design an active-learning skill lab for oral medication administration.	NUR Faculty	Fall 2009
5. Preview videos for currency for NUR213, NUR216, and NUR218.	K. Desmond, K. Blonder	Fall 2009
6. Review the nursing curriculum to assess the need for additional content related to Bioterrorism and the role of the nurse.	K. Desmond, K. Blonder	Fall 2009
7. Revise, schedule and evaluate the Mid-Semester Pressure Ulcer Simulation exercise for NUR105 day students.	First Year Faculty	Fall 2009
8. Revise End-of-Term Performance evaluations for NUR105.	First Year Faculty	Fall 2009
9. Design an active-learning skill lab for intravenous administration.	I. Grutner	Spring 2010
10. Revise NUR112 course and clinical objectives.	First Year Faculty	Spring 2010
11. Design a Simulation exercise for the operative patient.	I. Grutzner	Fall 2009
C. Expansion/Enhancement of Clinical Experiences		
1. Investigate use of long term care facilities for use in NUR218.	T. Doherty, K. Desmond	Spring 2010
2. Research additional acute care sites for NUR218.	M. Bashoff	Spring 2010
D. Program Evaluation		
1. Continue implementation of the Five-Year Calendar for Systematic Program Assessment.	NUR Faculty, N. Fitzpatrick (Chairperson)	Ongoing
E. Long-Range Objectives		
1. Explore the development of computerized testing in all nursing courses.	NUR Faculty	Ongoing

6.3.10 Performing, Visual Arts and Communications

**Performing, Visual Arts and Communications
Objectives 2009-10**

I. College Objectives	Responsibility	Completion Date
A. Maximizing opportunities for access, readiness and college success ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners		
1. Increase online course offerings in ART.	M. Craig	Spring 2010
2. Intensify student advising efforts, and create more advising opportunities for non-matriculated students.	PVAC Faculty.	Spring 2010
3. Create a summary of pertinent information from the 100 seminar courses for students.	P. Blum	Spring 2010
4. Counsel students more effectively on portfolio preparation for ART and COM majors.	ART Faculty, COM Faculty	Spring 2010
5. Offer more opportunities for older learners in school plays.	S. Press	Spring 2010
B. Preparing a Periodic Review Report for submission to Middle States that documents our strengths, collaborations, and the changes that have been made that will lead to continuous improvement in institutional effectiveness		
1. Continue working on course and program assessment, program review preparations, and implementing curriculum revisions as a result of this assessment.	PVAC Department	Spring 2010
II. College Projects		
A. Benchmarking with Other Colleges		
1. Continue dialogue on our programs, courses, and articulations with SUNY schools.	PVAC Program Chairs	Spring 2010
2. Look into the possibility of organizing a SUNY wide arts conference at DCC.	P. Blum	Spring 2010

3. Attend end of year shows of student work at other area colleges.	PVAC Faculty	Spring 2010
4. Look into the possibility of revising DCC's Forensic Club.	K. Burke	Spring 2010
B. Implementing Banner		
1. Continue to use Banner for academic advisement and registration.	PVAC Faculty	Spring 2010
2. Attend Banner workshops to keep abreast of Banner updates.	PVAC Faculty	Spring 2010
III. Assessment		
A. Academic Program Assessment (list program & who is responsible)		
1. CAR/ASP/VAT	S. Poulakis	Spring 2010
2. COM	D. Dorrity	Spring 2010
3. PFA	J. Cosentino	Spring 2010
B. Update of Extended Course Outlines		
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)		
a. ART102, 103, 141, 150, 151, 157, 172, 191, 222, 226, 227, 241, 264, 274, and ART275	ART Faculty	Spring 2010
b. COM210	COM Faculty	Spring 2010
c. MUS114, 116, 121, 122, 219	MUS Faculty	Spring 2010
d. THE103, 106, 120, 209, 261	PFA Faculty	Fall 2009
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes and Academic Objectives (Faculty)		
a. ART102, 103, 141, 150, 151, 157, 172, 191, 222, 226, 227, 241, 264, 274, and ART275	ART Faculty	Spring 2010

b. COM210	COM Faculty	Spring 2010
c. MUS114, 116, 121, 122, 219	MUS Faculty	Spring 2010
d. THE103, 106, 120, 209, 261	PFA Faculty	Fall 2009
C. Course Assessment of Student Learning Outcomes (list courses)		
1. ART104,142,145,155, 226, 257	ART Faculty	Spring 2010
2. COM103, 210, 211, 249	COM Faculty	Spring 2010
3. MUS104, 113, 114, 115, 116, 212	MUS Faculty	Spring 2010
4. THE103, 105, 109	PFA Faculty	Spring 2010
5. SPE100, 101, 210, 211	SPE Faculty	Spring 2010
D. Development of an Assessment-Based Action Plan (Includes information indicating how the results obtained from the assessment will be used to improve student learning)		
1. CAR/ASP/VAT- ART142, 145, 155, 226, 257, and 264	ART Faculty	Spring 2010
2. COM- COM103, 210, 211, and 249	COM Faculty	Spring 2010
3. PFA- MUS113, 114, 115, 116; THE103, 105, 109; DAN102, 104 (HPEAD)	PFA Faculty	Spring 2010
4. Based upon the above course/program/college objectives assessment, faculty will appropriately revise the extended course outlines, methods of teaching, and/or budgetary requests for the courses in their program. (Details on file in the PVAC Department)	PVAC Faculty	Spring 2010
E. Actions to be Taken as the Result of Previous Assessments (list course)		
1. CAR/ASP/VAT Program: PLO	ART Faculty	Fall 2009
2. ART101	ART Faculty	Fall 2009
3. ART102	ART Faculty	Fall 2009

4. ART103	ART Faculty	Fall 2009
5. ART140	ART Faculty	Fall 2009
6. ART151	ART Faculty	Fall 2009
7. ART161	ART Faculty	Fall 2009
8. ART254	ART Faculty	Fall 2009
9. COM Program: PLO	PFA Faculty	Fall 2009
10. COM/THE 220	COM Faculty	Fall 2009
11. COM250	COM Faculty	Fall 2009
12. COM262/263	COM Faculty	Fall 2009
13. PFA Program: PLO	MUS Faculty	Fall 2009
14. MUS101	MUS Faculty	Fall 2009
15. MUS135	MUS Faculty	Fall 2009
16. MUS201	MUS Faculty	Fall 2009
17. MUS202	MUS Faculty	Fall 2009
18. THE105	PFA Faculty	Fall 2009
19. THE106	PFA Faculty	Fall 2009
20. DAN101/108: (SEE HPEAD Report)	HPEAD Faculty	Fall 2009
21. SPE210	SPE Faculty	Fall 2009
22. SPE219	SPE Faculty	Fall 2009
IV. Department Objectives		
A. Curriculum Development		
1. Post program review; propose a program modification for the Commercial Art Program.	ART Faculty	Fall 2009
2. Investigate introducing color into 2D design courses.	P. Blum	Fall 2009
3. Post program modification; introduce new subject areas into the COM program.	COM Faculty	Spring 2010
4. Implement new Visual Arts Transfer Program.	ART Faculty	Fall 2009
5. Revise/update the graphic design art courses.	S. Poulakis	Fall 2009
B. Take Leadership Role in Offering Programs and Courses for Other Colleges to Benchmark		
1. Meet with Mt. St. Mary College and Marist College using DCC's COM Program as a role model.	COM Faculty	Spring 2010

2. Continue to meet with other colleges to advise them on DCC's THE120 course.	PVAC Faculty	Spring 2010
3. Present at workshops, conferences and other colleges.	PVAC Faculty	Spring 2010
V. Long-Range Objectives		
A. Facilities		
1. Assist with college's planned upgrades to the 3D classroom (T110) including ventilation, electricity and new equipment.	J. Garcia-Nunez	Fall 2009
2. Propose a metals/woodshop for joint use by PVAC and ENACT.	J. Cosentino	Spring 2010
3. Request storage cabinets to be built in the 2D classroom. (W040)	J. Cosentino	Spring 2010
4. Improve critiquing space in W038.	S. Poulakis	Spring 2010
B. Faculty		
1. Request tenure track positions in all areas.	J. Cosentino	Fall 2009
C. Technology		
1. Meet with IMD staff to try to improve in-house technical support for W032, W034, W038, and W040.	J. Cosentino, S. Poulakis, D. Dorrity	Spring 2010
2. Request upgrades of equipment for the recording studio in CBI.	J. Cosentino, E. Somers	Spring 2010
3. Request new Macs for W032 & W038.	PVAC Faculty	Spring 2010
D. Community Outreach		
1. Continue THE120 and Masquers Guild productions in area schools and in the community.	THE Faculty	Spring 2010
2. Continue to host NYSATA Portfolio Review for area high schools.	S. Poulakis	Spring 2010
3. Continue to produce videos in COM250 for non-profit organizations.	COM Faculty	Spring 2010
4. Investigate possibility of opening the DCC Art Gallery for the Art Hop program on the 3 rd Saturday of each month.	J. Cosentino, M. Craig	Spring 2010

5. Continue to perform choral and musical concerts at area nursing homes.	MUS Faculty	Spring 2010
6. Continue to produce play productions, COM student shows, and Art gallery shows for the surrounding community.	PVAC Faculty	Spring 2010
7. Host a DCC gallery exhibition in conjunction with Poughkeepsie's Quadricentennial celebration.	M. Craig	Fall 2009
8. Look into the possibility of hosting public debates with Speech students at DCC.	K. Burke	Spring 2010
E. Benchmark		
1. Attend FATE (ART) conferences when offered.	ART Faculty	Spring 2010
2. Continue to visit other area colleges to discuss programs.	PVAC Faculty	Spring 2010
3. Look into budgeting, full-time faculty, and promotion procedures at other colleges.	PVAC Faculty	Spring 2010

7.0 Status of 2008-2009 Plan

7.1 College Objectives and Status

Last year the following were chosen as the College Objectives:

- Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service
 - Nurturing academic excellence
 - Supporting innovation
 - Reaching new and changing populations
 - Celebrating unity in diversity
 - Creating a climate of intellectual inquiry, both in the classroom and through various activities

- Maximizing opportunities for access, readiness and college success
 - Recent high school graduate
 - Re-entering adult learners
 - Out of school learners

The following section is intended to highlight Mini-Grants awarded to support the College Objectives. Additional activities related to the two objectives are documented in the status reports from the four divisions and from the academic departments (sections 6.2 and 6.3).

7.1.01 DCC Foundation Mini-Grant Awards

Because of the downturn in the economy, a decision was made by the Board of the DCC Foundation to temporarily suspend the offering of mini-grants so that the student scholarships could be awarded. It is expected that when the economy recovers, the mini-grants will be reinstated.

7.2 Division Status Reports

7.2.01 Academic Affairs

Office of Academic Affairs Status Report for 2008-09

I. College Objectives	Status
<p>A. <i>Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service:</i></p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovations</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in the classroom and through various activities</i> 	
<p>1. Explore alternative scheduling possibilities for course and program offerings at DCC South.</p>	<p>Partially completed. Additional course offerings were included in the DCC South schedule in response to demand at peak times. An accelerated program schedule was created. Implementation has been deferred until specific high demand programs and target populations can be identified.</p>
<p>2. Support departmental initiatives related to “The Big Read” project.</p>	<p>Completed. DCC was well represented in presentations both on- and off- campus related to the Great Gatsby, the work selected for “The Big Read.”</p>

<p>B. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	
<p>1. Develop and pilot a college readiness program with an area high school.</p>	<p>Deferred. A single pilot program with an area high school was not developed, however the College Connection, dual enrollment initiative is assessing the impact of those programs on college readiness. Data received will inform future decisions related to concurrent enrollment and other high school initiatives.</p>
<p>2. Expand the number of concurrently enrolled students by 10%.</p>	<p>Completed. Enrollments increased by 22% from fall 2007 to fall 2008.</p>
<p>3. Increase by 1 the number of districts offering dual enrollment programs.</p>	<p>Completed. An additional district was added, but a district that previous offered a course had insufficient enrollment. The overall count of participating districts remained the same. Two new districts are already planning to offer classes in the fall of 2009.</p>
<p>4. Develop alternative schedule of program or course offerings at DCC South to decrease the time to degree completion for targeted student populations.</p>	<p>Partially completed. An accelerated program schedule was created. Implementation has been deferred until specific high demand programs and target populations can be identified.</p>
<p>5. Collaborate with Student Services personnel in outreach efforts to at least two area high schools, targeting academic preparation of rising juniors.</p>	<p>Deferred. Academic Services and the high school liaison have been involved in expanded placement testing at area high schools to establish benchmarks.</p>

II. College Projects	
A. Benchmarking with Other Colleges	
1. Benchmark with other institutions on Banner implementation of Banner faculty load and contracts.	Deferred until the installation of Banner 8 which has this capability.
2. Identify schools where faculty can meet on discipline level with peers to dialog about the assessment process.	Completed. Departments were encouraged to identify peers to serve as resources for feedback.
3. Gather information on the manner in which other schools are assessing students' core competencies.	Partially completed. Faculty and OAA staff attended conferences (and gathered information) regarding institutional level assessment.
4. Visit comparable community colleges to discuss programs and strategies for working with students with developmental needs.	Partially completed. Academic Services. Starting networking with peers at conferences, resulting in enhancements to offerings for students served by that office.
5. Contact comparable community colleges to explore professional development opportunities related to online pedagogy.	Completed. Ongoing. The TLC developed and extended a quality matters pilot as part of the SLN Consortium, starting in Summer 2009.
B. Implementing Banner	
1. Participate in training for Argos to expand OAA access to the reporting capabilities of Banner.	Completed. E. Gambino and T. Ray were trained on Argos.
2. Migrate faculty load reporting to the Banner platform.	Partially completed. Additional work is needed to make the reporting process fully operational.
C. Periodic Review Report- Contribute to organizational activities and plans related to Middle States Periodic Review Report to be completed June 2010	
1. Identify projects from areas reporting to OAA that address pertinent initiatives to be included in the PRR.	In progress. Associates and directors are reviewing respective areas' initiatives to identify and format relevant achievements.
III. Division Objectives	
A. Academic Affairs (AA)	

1. Develop guidelines for departmental supervisors.	Partially completed. Specific job duties for the departmental high school supervisors as outlined in the recently approved collective bargaining agreement were developed.
2. Review criteria and guidelines for Improvement of Instruction Grants, Mini-Grants, and Tuition Reimbursement.	Deferred to 2009-10 academic year. Budgeting uncertainties resulted in temporary suspension of funding Improvement of Instruction and mini-grants.
3. Review and update Improvement of Instruction, Mini-Grant, and Tuition Reimbursement applications.	Deferred to 2009-10 academic year.
4. Investigate alternative venues to attract a more diverse applicant pool for professional staff and faculty searches.	Completed; ongoing. In conjunction with the HR Director, T. Ray identified websites and publications that target diverse populations, and advertise faculty position openings for the 2008-09 academic year.
5. Review the procedures for professional staff and faculty searches from initial request to point of hire.	Partially completed. Because of personnel changes, the early stages were completed. The rest of the process will be continued in 2009-10 with recommendations being made.
6. Schedule a workshop for faculty and staff involved in the Perkins Grant process.	Deferred. Individual consultations were held with major effort directors and other responsible faculty/staff.
7. Explore establishing articulations with SUNY comprehensive colleges.	Ongoing. Engaged in ongoing discussions with Empire State College for the purpose of improving articulation between DCC and ESC.

<p>8. Address inconsistencies in the Teacher Education Transfer Template (TETT) to ensure ease of transfer within the SUNY system.</p>	<p>Completed and Ongoing. Within the TETT, inconsistencies were identified with course articulations with two of the SUNY baccalaureate programs in education. Significant communication took place with officials from Fredonia and Oneonta. Martha Meredith, OAA and faculty from education programs here at DCC participated. As a result of these conversations, there has been a modification to PSY221 to improve its transferability. In addition, some conversations have yielded an agreement to view some of the course articulations on an “aggregate” rather than single course basis. Finally, a new articulation was established with Cobleskill for ECH students.</p>
<p>B. Title III Initiatives</p>	
<p>1. Provide development opportunities to facilitate the use of Banner student applications.</p>	<p>Deferred.</p>
<p>C. Departmental Affairs Council (DAC)</p>	
<p>1. Provide developmental opportunities to facilitate the use of Banner student applications.</p>	<p>Completed. The TLC developed a Banner training manual as well as a number of workshops. Training sessions were held throughout the fall term and in the spring term for full time and adjunct faculty as well as academic advisors. Training topics included Banner rosters and class lists, viewing student records, registering students, and entering grades.</p>

<p>2. Discuss the draft online eligibility policy.</p>	<p>Completed. At its meeting of November 19, 2008, student success rates in online courses and a draft of the online policy were shared and discussed at DAC. Department Heads were requested to share the policy with their faculty and to provide feedback. Via memo and email responses, the department heads provided that feedback and suggestions. There were further discussions at subsequent DAC meetings on January 21, 2009 and February 4, 2009.</p>
<p>3. Identify professional development opportunities to enhance online pedagogy.</p>	<p>Completed; ongoing. SLN has established a partnership with the Quality Matters organization to provide training and support for member campuses in the area of quality assurance and course design. This summer there will be a pilot project for faculty who are interested in being campus leaders in this area. Participants in the QM Pilot will attend a day-long workshop conducted at DCC by a QM trainer. Over the course of the following weeks, they will conduct group sessions to apply the QM tools to examine the design of their own courses. Team members will then conclude their Peer Reviewer Certification through completion of an additional QM online training component. Chrisie Mitchell, Associate Director of the Mary Louise Van Winkle Teaching and Learning Center, will participate in the pilot and function as the group's facilitator. Once the pilot is completed, participants will provide feedback on the training and the usefulness of the process. Should the initial assessment of the value of the experience warrant it, a report will be written to outline a strategy for implementing an ongoing peer-based mentoring system at DCC.</p>

D. Adjunct Faculty/Extension Services/Industrial Programs	
1. Provide training in Banner and other new information management systems for adjunct faculty.	Completed. Training was provided for new and returning adjuncts on myDCC and Banner. Banner training was offered by the TLC at scheduled times at the beginning of each semester, and on-demand as needed throughout the year. Offerings were made at DCC south as well. 100+ instructors have been trained on Banner, including many adjuncts. Further training will take place on-demand, and in conjunction with scheduled trainings offered by the Office of the Registrar.
2. Increase communication with adjunct faculty through the use of e-mail and myDCC.	Completed. myDCC has enabled adjunct faculty to send and receive e-mail communications easily. Adjuncts are now receiving rosters via e-mail.
3. Identify adjunct instructors interested in teaching online.	Completed. Adjuncts were solicited as to their interest in teaching online. The list of those with an interest was forwarded to department heads for follow-up.
4. Offer credit classes at Hudson Valley United Cerebral Palsy Center in Patterson beginning in fall 2008.	Partially completed. Classes were offered in the fall of 2009; however there was insufficient enrollment for the spring due to budget constraints among the participating agencies. Discussions are continuing in order to offer classes again in the fall of 2009. In addition, DCC staff is working to provide computer access for some of the desired course offerings.
5. Collaborate with Community Services to offer credit classes on site to support local businesses and industry initiatives when appropriate.	Partially completed. A meeting was held between Community Services and OAA to share information about programs and services and to outline opportunities for collaboration. The increased interdepartmental communication has led to discussion with industry groups, but has not yet yielded credit programs, to date.

E. Assessment and Curriculum (AC)	
1. Contribute to organizational activities and planning related to the Middle States Periodic Review to be completed by June 2010.	Completed and Ongoing. Assessment activities continue to develop and mature at the course and program level within all academic areas. The Ad Hoc Assessment Committee has been exploring possible strategies for assessing DCC Academic Objectives. Other departments within the division are diligently planning and executing data collection and reporting activities in preparation for the PRR.
2. Work with program chairs to continue to develop program assessment activities and to tie those activities into the periodic Academic Program Review process.	Completed and Ongoing. Six year plans including program review, course and program assessments, and EXO updates are proceeding according to the established timetable.
3. Complete the process necessary to formally register the transfer programs in Human Services and Visual Arts.	Completed. The Human Services and Visual Arts programs were approved by SUNY and NYSED in Spring 09 for initial enrollments in Fall 09.
4. Explore the various career options that could be tied to the Aviation Science program.	Deferred.
5. Complete the identification of common student learning outcomes to be shared across all Intro-Seminar sections.	Completed. Five shared student learning outcomes were developed by the Subcommittee on Shared Learning Outcomes and agreed to by the Intro Seminar faculty. The outcomes were presented to and approved by Curriculum Committee in the fall term. All Extended Course Outlines for Into Seminar courses have now been updated to include these outcomes.

<p>6. Develop strategies and timetables for assessment activities.</p>	<p>Completed and Ongoing. Worked with department heads and program chairs to combine and organize all assessment endeavors into one cohesive departmental assessment plan. All academic departments developed a departmental Six Year Plan that included a schedule of all course-level assessment activities including student learning outcomes assessment and EXO updates. Subsumed within the work on courses was an initiative to evaluate the DCC Academic Objectives and to identify two that are considered the most significant to be the target of future course assessment activities. Also worked with program chairs to help them to develop curriculum maps for their programs and to construct detailed plans to assess their program outcomes. Curriculum maps now exist for all A.A.S. and A.S. programs. In departments that include programs, the Departmental Six Year Assessment Plans included schedules for academic program review and these details of program level assessment.</p>
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<p>7. Encourage cross-disciplinary discussions on DCC Academic Objectives (core competencies) to develop plans and tools for assessment.</p>	<p>Completed and Ongoing. The Ad-Hoc Assessment Committee which includes representatives from all academic departments and divisions of the college, discussed measures to raise student awareness of the DCC Academic Objectives, campus-wide plans to assess the DCC Academic Objectives and a review of the Strategic Planning Document. Consensus was reached regarding set of Critical Thinking outcomes that could be assessed across disciplines. Next year's goals will include further development of plans for an institutional assessment of Critical Thinking.</p>
<p>F. Professional Staff Development (PSD)</p>	
<p>1. Constitute a faculty user's group to consult on ANGEL implementation.</p>	<p>Completed. At two brown bag lunches this year, discussions with faculty and the Associate Director of the TLC centered largely on the Angel implementation and upgrade. Specifically, best practices in the new LMS were shared while solutions and workarounds for specific issues were discussed.</p>
<p>G. Scheduling</p>	
<p>1. Complete creation of a User's Manual for all Banner Catalog and Banner processes and procedures.</p>	<p>Completed. The Banner Instruction Manual for Catalog and Section was completed in December 2008 and is updated and modified as needed.</p>
<p>2. Complete conversion of Spring 2009 and Summer 2009 Master Schedules to Banner system.</p>	<p>Completed.</p>
<p>3. Develop procedures and forms to accommodate Banner Implementation for Scheduling.</p>	<p>Partially completed. This process will continue as we work our way through our first full "Banner year," which will come to a close at the end of Summer 2009.</p>
<p>4. Convert Faculty Load information and calculations to Banner system.</p>	<p>Partially completed. We have developed interim programs, procedures, and reports that support basic Faculty Load functions. We plan to complete this objective once we have converted to Banner 8.</p>

5. Continue to pursue cross training of Academic Affairs staff as back up for key Scheduling Office personnel.	Partially completed. Academic Affairs staff (specifically, M. Sanchirico) have been trained in many Scheduling Office procedures, especially as they relate to faculty assignments in the Master Schedule. However, this is an on-going process.
6. Work with Associate Dean C. Mazzarelli and the Office of Community Services to develop procedures for scheduling and cancellation of credit-free courses and OCS programs.	Deferred to 2009-2010.
7. Work with Associate Dean C. Mazzarelli to revise activities scheduling processes for events requiring set-ups.	Deferred to 2009-2010.
H. DCC South	
1. Establish a technology resource guide to facilitate the use of on-site technology available for instructors and staff at DCC South.	Completed. A technology resource guide is included in the DCC South manual that will be distributed to instructors at the start of the Fall 2009 semester
2. Create, distribute and evaluate a survey instrument designed to assess the student support services available at DCC South in conjunction with the resources available through Banner and the DCC webpage.	Deferred. The new DCC web pages are not sufficiently advanced to include in depth access to student support services.
3. Review and implement recommendations from the Clarus Corporation Marketing Assessment to enhance the effectiveness of DCC South in serving the market area.	Deferred. Initial planning has begun on a marketing plan for DCC South. The results of the Clarus assessment are being utilized to develop the plan that will be implemented beginning Fall 2009.

I. Academic Services	
1. Mentor and orient new Director to DCC and Academic Services.	Completed and Ongoing. In August 2008, Joseph Connell was appointed as the Director of Academic Services and Testing. Associate Dean Gambino met weekly with Mr. Connell throughout the fall term. Weekly agendas examined current processes and procedures, budget and staffing, in all areas of the department. This process continued in the spring term in biweekly meetings to establish measures to assess the area's offerings and to develop possible proposals for the future.
2. Expand assessment of CSM and CSS courses.	Completed. All CSM courses have now been assessed several times. Action plans developed will include working with adjuncts to better understand course SLO's, developing common finals for each of the three courses, and data analysis to explore the very low course completion rates in CSM090 and CSM094. The lack of clear outcomes in the CSS offerings has prevented good course assessment. A new course, CSS085 was developed and the SLO's were revised for CSS095. This will enhance assessment activities now planned for next year.
J. Library	
Assessment of Services	
1. Develop information literacy learning modules for Angel.	One module completed. Created and tested by T. Trinchera for ECH102.
Automation Activities	
1. Fully automate the end of the semester "Lost Book" procedures.	Ongoing. Some progress was made at the end of each semester toward improving the procedures.
2. Implement emerging audio & eBook technologies.	Partially completed. Kindle and iPods have been purchased; circulation policies are being developed.
3. Migrate interlibrary loan borrowing and lending to OCLC ILLiad.	Partially completed. Migration of lending is complete. Training for migration of borrowing is scheduled for May.

Collection Development	
1. Weed microforms collection.	Completed. Entire microforms collection has been evaluated and material not needed has been discarded.
2. Integrate media collection into the library.	Partially completed. Cataloging has been started; Aleph tables have been set up; circulation will begin by the start of summer sessions.
Reference Services	
1. Redesign Library Resources page.	Completed. Library Resources page re-designed to conform to Reason template. Pages accessible at: www.sunydutchess.edu/Library .
2. Initiate "Consult with the Librarian" service.	Completed. Service can be accessed at libraryreference.sunydutchess.edu/bookalibrarian.htm .
New Library Services	
1. Develop myDCC channels and pages geared towards faculty user group.	Completed. "Special Library Services Faculty" channel created with links to four pages of specific services for instructors.
2. Develop searchable database of PSO minutes.	Completed. Database of minutes from 2000 until present will be rolled out at May 2009 PSO meeting.
3. Develop Library Services components & templates for Angel.	Completed. Components embedded on course level as "institutional resources." Template appears globally under "Public Resources" link.
4. Develop quarterly Library newsletter.	Abandoned. Other projects have taken priority.
5. Evaluate archive sound files for inclusion in Sound-N-Story.	Abandoned for 2009-10 due to efforts placed on media move and mini-grants initiatives.
6. Develop Ritz Library presence on YouTube.	Abandoned for 2008-09 due to efforts placed on media move and mini-grant initiatives.
K. Writing Center	
Tutoring Services	
1. Orient a new professional tutor to Writing Center services. Develop rubrics for the tutor's assessment responsibilities under the new Perkins Grant.	Completed. The new tutor served well in his important role. Perkins Grant goals for outcomes were modified to conform to new guidelines.

2. Renovate the space in the tutoring room. Install a large window in the wall shared by the tutoring room and the computer lab.	Completed. The window was installed, the room was painted, and furniture was rearranged to concentrate areas for work, including computers stations for use in tutoring.
3. Continue to coordinate activities with the DCC Cultures United Club.	Not relevant. The Cultures United Club was dormant during the year.
4. Travel with student-tutors to the Northeast Writing Centers Association conference in Hartford, Connecticut.	Completed. Nine student-tutors participated in the conference. Some submitted a proposal for a presentation in next year's National Conference on Peer Tutoring in Writing.
5. Sponsor a guest writer's appearance.	Completed. Binyavanga Wainaina, a Bard College Fellow and the Director of the Chinua Achebe Center for African Literature and Languages, gave a reading in April.
6. Continue the exhibits of featured DCC writers—faculty and students.	Completed. Four exhibits highlighted the work of DCC faculty and students.
7. Visit the BUS and BHS departments to explore ways to improve Writing Center services to their students.	Partially completed. The BHS department was visited.
8. Continue Writing Center outreach to faculty and professional staff development through the Teaching Resource Project.	
a. Organize a January 2009 workshop for faculty and staff.	Completed. The Writing Center offered a workshop for faculty and staff, "Teaching Writing across the Disciplines," conducted by Pauline Uchmanowicz of SUNY—New Paltz.
b. Organize and moderate the Roundtable Lunches. Apply for Improvement of Instruction Grant funding for 2008-09.	Completed. The lunches brought new faculty, full and part-time, into discussions about teaching and learning.
c. Offer workshops for students on writing-related topics, at faculty request. Provide assistance to faculty on planning and responding to writing assignments.	Completed. Sessions were given for students in introductory art and biology classes. The visits of students with assignments in history classes were coordinated with the tutoring staff.

Computer Lab	
1. Work with the Network Management Committee to provide a smooth transition to the Lab Stats login program	Completed. After considerable initial difficulties with the program (SICAS, not Lab Stats), the system functions better, though its reliability is still uncertain.
2. Work with the computer center staff to develop new software programs, compatible with Banner for collection and reporting data.	Completed. Several new programs assisted our data collection efforts and our tutor recruiting activities.
Computer Classrooms	
1. Orient teachers to the new Lab Stats login program and troubleshoot anticipated problems in initial weeks of the semester.	Not relevant. Lab Stats ultimately was not incorporated into the computer classrooms.
2. Provide local help desk assistance for students' problems with myDCC.	Completed. The Writing Center teaching lab assistant is a convenient resource for both students and faculty.
3. Budget for replacement of computer equipment in H501 if 2007-08 funding is not available.	Not completed. New equipment was budgeted, but as of summer there were no deliveries.
L. CSTEP	
1. Develop (with assistance of the Office of Counseling & Careers Services) a mentoring/support group for CSTEP Nursing students to address non-academic issues that impact student success in the Nursing curriculum.	Partially completed. Events were held with assistance of Eileen Cromwell from Counseling office but student attendance was minimal due to time conflicts with study groups promoted by Nursing department or with clinical classes.
2. Implement mentor program for African-American and Hispanic males.	Completed. CSTEP staff and students participated in the Minority Male Mentoring Initiative and CSTEP program partially funded DCC participation in Minority Male Student Summit offered at SUNY Brockport.
3. Investigate corporate sponsorship for Mid-Hudson Regional CSTEP and STEP conference.	Deferred. Due to funding cutback in September 2008 the Regional Conference was cancelled.

4. Coordinate at least one student-based research presentation at the Statewide CSTEP Student Conference.	Deferred to 2009-10. Usually research projects are done by CSTEP BRIDGES students and there were no CSTEP students this year in BRIDGES.
5. Increase use of myDCC portal for contacting students regarding CSTEP activities.	Completed. While use was increased, one difficulty encountered was that there are different student emails within the system that do not consistently feed into each other. Also some students still do not consistently use DCC email.
6. Organize and conduct two major recruiting events in Hudson Hall, including student representatives.	Completed. The targeted number for CSTEP this year was 160 and due to recruitment efforts there have been over 180 students this year.
7. Coordinate presentation by speaker for Black History Month.	Completed. Sponsored by a DCC Foundation mini-grant written by the CSTEP Coordinator, Dominic Carter was the kick-off speaker for the DCC Black History Month activities.
8. Implement new selection criteria for student participation in CSTEP Statewide Student Conference.	Completed. Students interested in being DCC representatives to the Statewide Conference will not have to fill out an application and have over a 2.75 CPA (previously limited to 2.5)
9. Convert CSTEP Faculty Mid-term evaluations to electronic distribution.	Completed. Mid-term evaluations for both the fall and spring semesters were distributed electronically.
M. Other Outreach Activities	
1. Develop a comprehensive list of Putnam County Human Services employers and other possible pools of students for courses to be offered at the UCP site in Patterson.	Completed. A list of Putnam County Human Service employers and contacts was developed, as well as a listing of the significant employers in the DCC service area of Putnam County. Initial outreach to human service employers was undertaken.

<p>2. Establish an increased DCC evening presence at Beacon High School to respond to the academic and training needs of NYS Department of Correctional Services employees in the Southern Dutchess County region.</p>	<p>Completed. Additional sections of credit courses were added to the Fall 2009 Beacon High School schedule to include ENG101, PSY111 and SPA101. Response from DOCS has been limited, but additional outreach and marketing are planned.</p>
<p>3. Continue to investigate opportunities to work with the New York State Department of Correctional Services to restore the Dutchess Community College presence in providing higher education opportunities to incarcerated students.</p>	<p>Deferred. Due to budgetary constraints, DOCS has temporarily suspended any proactive efforts to restore/expand higher education programs in NYS DOCS facilities.</p>
<p>N. Teaching Learning Center</p>	
<p>1. Improve current training offerings to better serve the needs of Faculty and Staff.</p>	<p>Completed. Angel training sessions were streamlined to offer instructors the information they needed most in a concise and straight forward manner. Banner and myDCC training was integrated into "Instructional Technology at DCC," which offered new instructors a quick overview to the online technology available at DCC. All sessions are currently being moved to an on-demand format, which allows the TLC to tailor training sessions to department and small group needs.</p>
<p>2. Develop training materials and sessions to allow for multiple ways of learning new campus technology.</p>	<p>Completed, Ongoing. The TLC has developed a series of short video offerings to step instructors through the "beginning of semester" Angel processes. Many other videos have also been prepared to step instructors through difficult concepts in Angel. A student orientation has been developed and is currently being piloted in order to provide students with the information they need to be successful in the Angel environment. Banner documentation was also updated at the beginning of this year to coincide with changes to the user interface. This is an ongoing project.</p>

<p>3. Explore the use of student workers as mobile support staff for Faculty software issues.</p>	<p>No longer relevant. Students were trained by the TLC to be able to operate as mobile support staff, but during the 2008-2009 school years, no opportunity presented itself for their use. Instructors could either complete issue over the phone, or preferred to visit the TLC in person.</p>
<p>4. Facilitate the transition to new campus technology through awareness, training, and reinforcement of training.</p>	<p>Completed. The TLC continually communicates Angel updates to the faculty, staff, and students of DCC through myDCC announcements and mass email. Trainings are offered both scheduled and on-demand for small groups.</p>

7.2.02 Student Services and Enrollment Management

**Student Services and Enrollment Management
Status Report for 2008-09**

I. College Objectives	Status
<p>A. <i>Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service:</i></p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovations</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in the classroom and through various activities</i> 	
<p>1. Develop and promote institutional programs and processes that embrace diversity.</p>	<p>Completed. Each department and program is developing initiatives to ensure diversity is acknowledged, celebrated, and explored.</p>
<p>2. Promote and foster student responsibility and involvement in his/her education.</p>	<p>Completed. Done on a continuous basis with teachable moments e.g., interacting with students regarding add/drops, financial aid issues and waivers, counseling, emergency loans, retroactive withdrawals, dismissals, disciplinary meetings, etc.</p>
<p>3. Develop a systematic and integrated approach to student persistence and retention.</p>	<p>Completed. Special projects have been developed and delivered to positively and proactively address student persistence and retention. In particular, the Student Success workshop series has resulted in improved student academic performance and subsequent retention.</p>

4. Promote and provide a friendly, informative, and supportive environment for students.	Partially completed. Customer Services initiatives, led by Student Services staff, are being implemented.
5. Provide effective academic advising supported by degree audits for all students.	Completed. With the implementation of Banner, a Student Help Desk, and staff advising supervisory changes, academic advising is becoming more efficient and effective.
B. Maximizing opportunities for access, readiness and college success <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	
1. Create support groups for adult learners.	Completed. Based on meetings with adult students it was identified that they preferred individual meetings, which occur regularly.
2. Provide small group workshops for Student Success students.	Completed. Provided mini workshops during pre-enrollment periods.
3. Apply Intrusive Student Services Model for academically challenged students.	Completed. Enhanced Student Success workshops by including more campus supportive offices which resulted in a substantial increase in student academic performance.
4. Increase transfer opportunities for non-traditional students.	Completed. Met with representatives from Marist, SUNY Binghamton, Mt. Saint Mary's, Sage and SUNY Empire.
II. College Projects	
A. Benchmarking with other Colleges	
1. Meet with staff at HVCC about job placement.	Completed. Met with HVCC staff and discussed job placement strategies.
2. Meet with five (5) four-year colleges to initiate/improve transfer articulation agreements.	Completed. Finalizing agreements with CUNY John Jay, CUNY Hunter, Pace University, Empire State College, Mount Saint Mary's, and Sage Colleges.

B. Implementing Banner	
1. Improve student access to the degree audit utilizing self-service Banner.	Completed. All students and advisors can access the Banner Self-Service degree audit online through myDCC. During continuing student registration, the Help Desk staff provides hardcopy degree audits to students.
2. Maximize use of self-service/Internet Native Banner by Student Services staff.	Partially completed. With regard to Self-Service Banner all professional staff and most support staff in Student Services have been given broad "faculty/advisor" level access to view demographic and academic information about students; they have been trained in its use and in security. Regarding Internet Native Banner customized roles have been established for each Office in the Student Services division based on need.
C. Periodic Review Report: Contribute to activities and plans related to preparing the Middle States Periodic Review Report to be completed June 2010	
1. Prepare and review Student Services Assessment Plan.	Partially completed. An Assessment Team focused on Student Services assessment has been defined and is currently preparing and reviewing a Student Services Assessment Plan.
2. Document Student Services five-year contributions.	Partially completed. A Program Review Report is underway which will delineate five-year challenges, decisions, and data based outcomes.

III. Division Objectives	
A. Collection and analysis of data: Review the utility of current data collected for decision-making and determine the need for gathering and reviewing additional relevant data	
1. Review department and program data efforts utilized for decision-making and evaluate additional data requirements.	Partially completed. As part of the Program Review Report preparation, a data supported review is underway. All departments and programs are reviewing operations to assess areas' challenges and accomplishments.
2. Submit comprehensive documentation.	Partially completed. An Assessment Plan and Periodic Review Report will be prepared and submitted during the 2009-2010 Academic Year.
B. Institutional Effectiveness: Document the significant changes over the last five years made as a result of reaching the objectives stated in the Strategic Planning Document	
1. Document department and program policies, procedures, and achievements for the past five years.	Partially completed. In preparation for a Middle States Review, a division-wide assessment has been mounted. All departments and programs are reviewing policies, procedures, expectations, and outcomes.
2. Submit comprehensive documentation.	Partially completed. An Assessment Plan and Periodic Review Report will be prepared and submitted during the 2009-2010 Academic Year.
C. Minority Student Retention	
1. Implement Intrusive Student Services Model.	Completed. The Intrusive Student Services Model has been revised and renamed Student Success and delivered to students prior to the commencement of each fall and spring semester. Student academic performance and retention continues to improve.

2. Enhance Male Mentoring programs.	Partially completed. Workshops are being delivered and peer mentors are being assigned to male students in need of support.
3. Promote navigational workshops.	Completed. Workshops addressing the requirements for a successful college experience are delivered in small group settings as well as classrooms.
D. Admissions	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determine the need for gathering and analyzing additional relevant data.	Partially completed. A review of the past five (5) years is underway in preparation for submission of the Periodic Review Report.
2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Completed.
3. Improve admissions interface online.	Completed.
4. Develop kiosk orientation to DCC.	Deferred to 2009-2010 Academic Year.
5. Transition office to outreach centered environment.	Completed. With the transition of registration efforts to the Registrar's Office, Admissions is focused on outreach and recruitment.
6. Develop group orientations for incoming freshman and special populations.	Completed.
7. Work closely with OCR to produce quality recruitment materials.	Completed.
8. Develop process based system and approaches.	Completed. With the transition of enrollment responsibilities transitioned to the Registrar's Office, a streamlined process is currently being delivered.

E. EOP (Educational Opportunity Program)	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determines the need for gathering and analyzing additional relevant data.	Partially completed. Continuing to work with the Computer Center to define EOP report elements and due dates.
2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Partially completed. Currently preparing documentation for submission as part of the Periodic Review Report process.
3. Strengthen Peer Mentoring Group.	Partially completed. EOP is working with the campus-based Black and Latino Male Initiative Group.
4. Enhance academic support including summer initiative resulting in improved student performance.	Completed. The first summer EOP- Focus program was delivered in 2008 and will continue for the summer of 2009.
F. Financial Aid	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determines the need for gathering and analyzing additional relevant data.	Partially completed. A review of the past five (5) years is underway in preparation for submission of the Periodic Review Report.
2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Partially completed. A review of the past five (5) years is underway in preparation for submission of the Periodic Review Report.
3. Maximize access to financial aid information online.	Completed.
4. Enhance record imaging process.	Completed.
5. Implement new Student Academic Progress program.	Completed. A review of the first year of implementation is currently being conducted.
G. Health Office	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determines the need for gathering and analyzing additional relevant data.	Completed. Data is collected and statistically documented.

2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Completed. Identified significant changes for the Health Office.
3. Develop and deliver broad health services education series.	Completed. Educational series have been established with additional topics in relation to current health trends.
4. Utilize Banner system for Health Services.	Completed. Banner implementation August 2008. Current in the process of scanning student records.
H. Registrar	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determines the need for gathering and analyzing additional relevant data.	Partially completed. Data collection and analysis has had two drivers: enrollment trend data (for weekly analysis by the College's Enrollment Committee) and daily student contacts tracked by the Registrar Counselor (for planning staffing needs); the office has responded to requests, in general, for more segmented data.
2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Partially completed. A review of the past five (5) years is underway in preparation for submission of the Periodic Review Report.
3. Improve academic advising supported by Banner system.	Completed. As of April 2008 all full-time faculty and counselor/advisors have expanded advising potential through access to Banner Self-Service-- student degree evaluations, transcripts, test scores, registration histories, available courses, advisee email capability, etc.
4. Maximize student self advising system with Banner support.	Completed. All students have access to the Banner Self-Service tools described above; Regarding training, the myDCC student home page has added a Register Now tab for friendly directions on how to self-register. A "Register Now!!! On myDCC" power point presentation has been developed for students. For Fall 2009 so far 1,500 students have registered online, double the number in Fall 2008.

5. Develop enhanced orientation program for academic advisors and campus wide training.	Completed. Advisor hands-on training precedes each Advance Registration. Advisor <i>Banner Just in Time</i> instruction sheets are sent before final registration.
6. Develop Banner self-service guides for students, faculty, and staff.	Completed. For students a myDCC tri-fold brochure is broadly distributed and for students, staff and faculty power-point instructions and FAQ's are posted on the myDCC web page.
7. Provide problem solving assistance for Banner end users.	Partially completed. The Registrar's Office has participated in the College's Committee for Data Standards since its creation; the registrar co-chairs the Banner Student Implementation Team; both committees are vehicles for solving problems and assisting users. The Associate Registrar meets regularly with the Banner Project Leader about the transcript and the degree evaluation. At the office level the monthly CSEA staff meetings are used as a vehicle for problem-solving and training.
8. Improve access to self-service/Internet Native Banner.	Partially completed. Over 50 customized roles have been established for the Offices in the Student Services division based on need. The roles range from viewers to specialists to power users. Each role provides access to as many as 200 Banner forms (screens).
I. Student Services	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determines the need for gathering and analyzing additional relevant data.	Partially completed. A review of the past five (5) years is underway in preparation for submission of the Periodic Review Report.
2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Partially completed. A review of the past five (5) years is underway in preparation for submission of the Periodic Review Report.

3. Develop an Assessment Plan.	Partially completed. An Assessment Team has been identified and an Assessment Plan will be prepared and submitted during the 2009-2010 Academic Year.
4. Evaluate Student Service effectiveness in preparation for the Periodic Review.	Partially completed. A review of the past five (5) years is underway in preparation for submission of the Periodic Review Report.
5. Implement improved Customer Service program.	Partially completed. A staff led team introduced Disney Customer Service principles to the Student Services Staff, many of which have been implemented by various departments, programs, and personnel.
6. Develop and execute Cross Training program.	Partially completed. A staff led team introduced Cross Training principles, targeted at specific delivery systems for students, many of which have been implemented by various departments, programs, and personnel.
J. Counseling and Career Services	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determine the need for gathering and analyzing additional relevant data.	Completed.
2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Completed.
3. Create a message board/blog about services.	Partially completed. Reviewing and benchmarking with other colleges utilizing these programs.
4. Create a list serve for Hudson Valley Counseling Consortium.	Partially completed. Working with the Campus Computer Center to create list serve.
5. Host Hudson Valley Counseling Consortium Symposium.	Partially completed. Plans to host a Mid-Hudson consortium during the summer are in the final stages.
6. Migrate Career and Life Planning course to Angel.	Completed. All CLP101 sections are on Angel.

7. Develop a De-stress Week for students.	Completed. Implemented a variety of activities to help students alleviate stress.
8. Migrate Career Network to a new platform.	Completed.
9. Update Resume program (Optimal resume).	Completed
10. Host a Business Etiquette Dinner.	Completed. Co-sponsored the Etiquette Dinner with the Business Club.
11. Collaborate with Security Department about safety issues and community resources.	Completed. With the Dean of Students Services, developed the Behavioral Assessment Team (BAT) responsible for identifying and addressing student behavioral issues, strengthening the Student Code of Conduct, and overall campus safety concerns.
12. Create a self-help link for students.	Completed. Utilizing various links for students.
13. Send out Transfer and Job Fair invitations electronically.	Completed. Distributed invitations for employers and colleges electronically.
K. Transfer Services	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determine the need for gathering and analyzing additional relevant data.	Completed.
2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Completed.
3. Explore creating transfer campus tours for students.	Completed. Discussed transfer student tours with RPI, SUNY Binghamton, Mount Saint Mary College.
4. Develop a transfer Advisor Guide.	Completed. Created guide accessible electronically.
5. Create a transfer guide for students.	Completed, created and posted on website.

L. Disability Services	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determine the need for gathering and analyzing additional relevant data.	Completed. Modified and created new reports. The new report includes student status, credits attempted, start date and GPA in an Excel format. This informs additional reports based on how the data is sorted. A second report includes active and inactive students used for retention purposes.
2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Completed. Significant changes occurred in our summer orientation program, summer transitional program, policy and procedures toward increasing student connection, on-campus supported employment and information on our services and procedures to prospective students.
3. Enhance academic support for students.	Completed: Expanded academic support to include professional tutoring in English and Math and peer tutoring in content areas based on need and availability of mentees.
4. Improve early identification of students.	Completed: Modified access to the student database to enhance the program's ability to track incoming students effectively. Completely revised the website to include information on policy/procedures, documentation requirements and attachments for necessary verification forms.
5. Develop summer program to enhance student success.	Completed. Continue to modify the LAH and summer orientation programs based on the previous year's feedback.
6. Create Web support Disabilities Services information.	Completed. SUNY Dutchess/Disability Services website provides in-depth detail with respect to the policies, procedures and services provided for new and current students. Special attachments for documentation requirements and disability verification forms have also been included.

M. DSS (Department of Social Services) Employee Training Program	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determine the need for gathering and analyzing additional relevant data.	Partially completed. A review of the past five (5) years is underway in preparation for submission of the Periodic Review Report.
2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Partially completed. A review of the past five (5) years is underway in preparation for submission of the Periodic Review Report.
3. Establish opportunities for students to continue their education beyond the Associates Degree.	Partially completed. Students are provided with opportunities to explore and pursue additional educational experiences.
4. Develop a cohort group to attend SUNY Empire.	Completed. A substantial percentage of DSS enrolled students enrolled in SUNY Empire courses during the 2008-2009 Academic Year.
N. Assistant Dean of Student Services	
1. Collection and analysis of data: Review the utility of current data collected for decision-making and determine the need for gathering and analyzing additional relevant data.	Partially completed. A review of the past five (5) years is underway in preparation for submission of the Periodic Review Report.
2. Document significant changes over the last five (5) years assessing the objectives stated in the Strategic Planning Document.	Immigration regulations keep changing and the fees are increasing. More F-1 visa applicants are requesting financial assistance. With the Nursing Program limited to Dutchess and Putnam County residents it has made a negative impact on the number of F-1 visa applicants.

3. Increase the recruitment and retention of International students.	Deferred to 2009-2010. Recruitment is not an active process at this time. DCC and SUNY New Paltz work cooperatively making referrals to each other. Some referrals also arrive from Marist and the Culinary Institute of America. Retention – International DCC students exhibit high persistence and retention rates.
4. Develop a DCC web page for International students.	Partially completed. Preliminary work has been initiated for a Group Homepage on <i>myDCC</i> for International Students.
5. Implement new Satisfactory Academic Progress (SAP) financial aid system.	Completed. Working cooperatively with the Financial Aid Office the new Satisfactory Academic Progress (SAP) standards have been implemented.
6. Implement revised Retroactive Withdrawal system.	Completed. The process has been revised and is currently being delivered. A review of its first year implementation will be undertaken.

**Administration and Finance
Status Report for 2008-09**

I. College Objectives	Status
<p>A. Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovation</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in the classroom and through various activities</i> 	
<p>1. Assist in any efforts through training, hiring, and communication.</p>	<p>Ongoing. One example is that our successful Title III grant was brought to completion in 2009.</p>
<p>B. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ <i>Recent high school graduates</i> ➤ <i>Re-entering adult learners</i> ➤ <i>Out of school learners</i> 	
<p>1. Assist in any efforts through training, hiring, and communication.</p>	<p>Ongoing. Assisted by C. Stevens and Y. Yewell with the Black and Latino Mentoring Initiative.</p>
<p>II. College Projects</p>	
<p>A. Benchmarking with Other Colleges</p>	

1. Visit other schools with student housing projects such as Onondaga and Monroe Community Colleges.	Completed.
2. Visit with other schools that have successful institutional assessment plans such as Valencia Community College.	Obtained assessment tool from Wilkes University and implemented assessment team. They have currently completed 4 of the 9 departments with the remaining to be completed in summer 2009.
B. Implementing Banner	
1. Implement Banner Alumni.	In progress with anticipated completion date in summer 2009.
1. Implement Banner Workflow.	Deferred due to funding. The implementation of Banner 8 has replaced this priority.
1. Implement Banner EDW.	Deferred due to funding. The implementation of Banner 8 has replaced this priority.
C. Periodic Review Report: Contribute to organizational activities and plans related to Middle States Periodic Review to be completed June 2010	
1. Coordinate with institutional effectiveness to turn report in for periodic review.	In progress. Assessment team has analyzed the objectives from the Strategic Plan from 2005-2009. These objectives are included in each department's assessment report.
III. Division Objectives	
A. Collection and analysis of data: Review the utility of current data collected for decision making and determines the need for gathering and reviewing additional relevant data	
1. Implemented Assessment Team which has been charged with gathering data from the departments and certify the relevance of that data.	Completed. We completed 4 of the 9 departments with the remaining departments scheduled for completion in summer 2009.

B. Document the significant changes over the last five years made as a result of reaching the objectives stated in the Strategic Planning Document	
1. Distribute the 5-year Strategic Planning Document to department heads to review the status of objectives within the last 5 years.	Completed and will be incorporated into the assessment plan.
C. Dean of Administration	
1. Secure Five-year Capital Program through Dutchess County. Once funding is secured we can proceed with projects.	Completed.
2. CBI Emergency Generator/Classroom Infill Design.	Deferred to 2010.
3. Taconic Hall Design.	Deferred to 2010.
4. Hudson Hall Improvements –Phase 2.	Deferred to 2010.
5. Implemented assessment team for current review of each department's activities.	Completed.
D. DCC Association	
1. Prepare Food Service RFP.	Extended the current company's contract.
2. Assist with dormitory preliminaries.	Ongoing.
E. Business Services/Financial Services	
1. Update policies and procedures.	Partially completed.
2. Update all Vendor Files with W-9's.	Partially completed.
3. Reorganize duties of business office staff.	Completed.
F. Facilities	
1. Campus-wide fixed Assets Inventory.	Completed.
2. Upgrade planters and circles.	Planters are complete, circle is on hold.
3. Expand campus recycling.	Completed
4. President's Climate Commitment.	Phase 1 is complete.

G. Financial Services	
1. Review feasibility of combining Student Accounts and Financial Aid Office for "one-stop" financial shop with Banner implementation.	Not feasible at this time.
2. Review duties of all office staff and reorganize office on the wake of the Banner implementation.	Ongoing.
H. Information Technology	
1. Provide training for the Help Desk and the Student Help Desk.	Training and updating of help desk documentation has been ongoing. The help desk has been a tremendous asset especially during periods of registration.
2. Implement imaging for the College Health Office and Human Resources.	Health office is using imaging. HR has scanning setup. A Payroll Xtender application has been set up. All networked multifunction copiers that are able to scan have been setup for scanning and their respective departments have been trained.
3. Implement Cisco Unity to replace our voice mail system.	Cutover scheduled for June 09. Delay because of directory issues that needed to be addressed before voice mail switch was implemented.
4. Equip five (5) additional Smart Classrooms.	Completed
5. Implement VoIP phones in IMD and Computer Center as proof of concept for main campus.	Completed Summer 2009.
6. Develop support matrix for lab spaces (IT and Academic Affairs).	Hired student aides for work in Washington Hall PVAC labs. They are supervised by J. Brazee. Also have student aides in IMD for PVAC equipment lending and help in CBI labs.

7. Create and raise awareness for policies regarding computer security, access to digital files and information privacy to faculty and staff.	Moving paper archives into either secure disposal or to Iron Mountain for safe retention. Policy work has not gone forward as much as expected due to turnover at HR director position.
8. Prepare college information security infrastructure to meet NYS requirements.	Ongoing.
9. Implement Banner Alumni.	In progress. The foundation is working on data entry procedures to start entering data into Banner over Summer 2009.
10. Implement Banner Workflow.	Deferred because of funding.
11. Implement Banner EDW.	Deferred because of funding.
12. Implement new DCC badge system integrated with Banner.	Completed.
13. Implement radio streaming capability for radio station.	Delayed because of academic course issues that needed to be resolved and approvals required from Student Government before streaming could be implemented. As of June 09 a contract is signed with StreamTheWorld and the radio station will be on the internet before Fall 09 semester start.
14. Where possible, provide access to COCO data on alternate system.	Completed
15. Work with Academic Affairs and Library to move the media collection to the Library.	In progress. Completion date this summer 2009.
16. Implement Crestron Room View software to allow remote control of smart classroom equipment.	Completed
17. Fill two vacant positions in the Instructional Media Department.	Filled the Rich Woods replacement position. Deferring on Jay Simpson replacement.
18. Pilot program for Angel software integrated into Banner.	Completed

<i>I. Payroll</i>	
1. Continue the Banner HR/Payroll implementation process.	Ongoing.
2. Examine other Banner functionality for payroll and determine if it is beneficial for Dutchess Community College to utilize.	Ongoing. Currently exploring a faculty/adjunct contract system for HR/Payroll/Academic Services in addition to a faculty exception timekeeping function in Banner.
3. Re-configure the adjunct pay schedule to include more payrolls to eliminate the need to hold adjunct paychecks for grades at the end of each semester. If grades are not turned in on time, the final paycheck can be postponed until the grades are submitted.	Proposed for Fall 2009 semester – ongoing.
4. Offer a direct deposit to adjunct instructors upon the reconfiguring of the adjunct pay schedule.	Proposed for Fall 2009 semester – ongoing.
5. Work with the Banner Student Implementation team to implement the necessary student module functionality to facilitate the automated faculty contract system being developed by SICAS.	Banner 8.0 was tested over the summer and installed for use in October 2009. The faculty contract system is a component of Banner 8.0. Testing of the faculty contract system began in June 2009.
6. Complete assessment on Payroll services.	Completed.
<i>J. Security</i>	
1. SUNY NY Alert participation.	Completed.
2. Purchase and install incident reporting and dispatch system.	Package has been purchased and will be installed mid-July.
<i>K. Human Resources Development</i>	
1. Continue to work on Banner Implementation.	Completed.
2. Implement the SUNY rules concerning SRA's.	Completed.
3. Coordinate the reorganization of the HR area.	Ongoing. We've hired a new Director of Human Resources who is in the process of re-evaluating the HR area.

7.2.04 Community Services and Special Programs

**Community Services and Special Programs
Status Report for 2008-09**

I. College Objectives	Status
<p>A. Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovation</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in the classroom and through various activities</i> 	
<p>1. Implement Family Literacy ESL Dyson Grant.</p>	<p>Expanded ESL, GED, computer classes, child care and Family Literacy on campus and sites in Pawling and Poughkeepsie (Family Partnership and Nubian Directions).</p>
<p>2. Open Putnam Site (Patterson) for GED, ESL, and contract courses.</p>	<p>Pawling – GED, ESL, Computer courses Mahopac Library – Spanish GED, Summer 2009</p>
<p>3. Holocaust Conference.</p>	<p>April 2009</p>
<p>B. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ <i>Recent high school graduates</i> ➤ <i>Re-entering adult learners</i> ➤ <i>Out of school learners</i> 	<p>Marketing for transition college prep.</p> <p>For MyMath with Academic Support department and Basic Electronics for Green entry level training we have solicited state aid.</p>
<p>1. Initiate “Being Your Best” College Transition and Support Program for GED graduates.</p>	<p>Two sessions (August and November) held for 40 students.</p>
<p>2. Institute Spanish GED and Computer classes.</p>	<p>ESL Computer class offered on campus and Pawling.</p>

II. College Projects	
A. Benchmarking with Other Colleges	
1. Erie Community College for Transition Program.	Have initiated discussion.
B. Implementing Banner	
1. Adapt Banner to needs of Non-Credit Programs and establish model for Continuing Education Operations.	New Argos reports replace COCO.
2. Work on new "Biographical" requirements for SUNY State aid reporting.	Postponed till 2010.
C. Periodic Review Report	
1. Contribute to the organizational activities and plans related to Middle States Periodic Review Report due January 2010.	Completed GED section in October Participating in Periodic Review Committee.
III. Division Objectives	
A. Institutional Assessment	
1. Review the utility of current data collected for decision making and determine the need for gathering and reviewing additional relevant data.	Design assessments for grant, 4 contract courses.
2. Document the significant changes over the last five years made as a result of attaining objectives stated in the Strategic Planning Document.	Periodic Review Report in progress.

B. Division Projects	
<p>1. Assessment:</p> <ul style="list-style-type: none"> a. Develop Institutional Assessment Plan. b. Meet monthly to update and evaluate plan, instruments, data collection and reporting. c. Develop and revise instruments for data collection. d. Review utility of current data collected for decision making and determine need for additional data gathering and review additional relevant data. e. Document significant changes that have been made over last 5 years as a result of assessing achievement of objectives stated in Strategic Planning Document. 	<ul style="list-style-type: none"> a. Included in Periodic Review. b. Monthly meetings with Dean and Assistant Deans to review data and make revisions. c. Business survey designed for identifying Green training needs. d. Assessment tools (4) designed, distributed to workforce clients. Training Contract Courses adjusted/modified to reflect response.
<p>2. Apply and implement SUNY Workforce Development Grants for health care and manufacturing training and Saland Grant.</p>	<p>\$11,000 grant awarded and complete-SUNY Yellow Belt \$50,000 grant awarded and complete-SUNY Workforce \$50,000 grant awarded and complete-SUNY Healthcare \$80,000 repeat Saland NYSERDA, \$251,000 – 3-year contract</p>
<p>3. Apply and implement United Way grant to enhance language communication for human service workers.</p>	<p>\$22,000 grant awarded for 10 Workforce Spanish Courses – 3 courses offered.</p>
<p>4. Implement Consortium NYSERDA grants to facilitate Green Education and training.</p>	<p>NYSERDA, \$251,000 – 3 year contract awarded Site coordinator hired, 6 Instructors sent for Train the Trainer in PV Offering 3 non-credit courses in fall.</p>
<p>5. Work with Green Pipeline consortium to investigate Green Industries.</p>	<p>Ongoing.</p>
<p>6. Set up Advisory Track Focus Groups:</p> <ul style="list-style-type: none"> a. Greening 	<p>Business survey designed for identifying Green Training needs. Initiated contacts to establish Green Advisory Committee.</p>

C. New Programs	
1. Offer additional Health/New Age, Art and Real Estate.	Offering Pharmacy Technician Program, Health and Healing courses offered as well as 3 Art and 3 Real Estate.
2. Provide additional green training.	Offering Protrain online Green courses.
3. Expand conferencing.	Rollover to 2009-2010.
4. On-line website for teachers.	Offered online Teacher Resource Room in cooperation with Ed2Go.
5. Offered Patient Care Technician Program.	Collaborated with Vassar Brothers Hospital. Five students completed program and offered jobs.

7.3 Academic Department Status Reports

7.3.01 Allied Health and Biological Sciences

Allied Health and Biological Sciences Status Report for 2008-09

I. College Objectives	Status
<p>A. Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</p> <ul style="list-style-type: none"> ➤ Nurturing academic excellence ➤ Supporting innovation ➤ Reaching new and changing populations ➤ Celebrating unity in diversity ➤ Creating a climate of intellectual inquiry, both in the classroom and through various activities 	
<p>1. Coordinate a dance camp for members of the deaf community.</p>	<p>Camp will be offered through Community Services in August 2009.</p>
<p>2. Design classroom activities and/or assignments to introduce General Biology students to peer-reviewed, primary research literature.</p>	<p>Select activities (NobelPrize.org), Highwire Press, etc.) have been incorporated into BIO101, BIO213 and SCI100.</p>
<p>3. Pursue college initiatives for data collection within EMS community.</p>	<p>S. Goldstein has established a presence at the Dutchess County EMS Council, Regional Medical Advisory and Leadership Committee meetings. In addition, a survey instrument collected data from the emergency services community for input related to a possible management and leadership academic program.</p>

<p>B. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	
<p>1. Establish a Biology Learning Center on the third floor of Washington Center.</p>	<p>Not Complete. Initiative continues. Meeting held with C. Denti on May 5, 2009 to pursue viable options.</p>
<p>2. Re-design the science placement exam.</p>	<p>Not complete. Will re-evaluate this objective for 009-10.</p>
<p>3. Offer and support the offering of EMB105 through Dutchess County BOCES for high school students.</p>	<p>BOCES enrollment was not strong enough to support this course offering this academic year.</p>
<p>4. Continue to support the college's involvement with the Environmental Academy Program at Dutchess County BOCES.</p>	<p>The Academy remains active, utilizing the instructional resources available at Norrie Point.</p>
<p>II. College Projects</p>	
<p>A. Benchmarking with Other Colleges</p>	
<p>1. Continue collaborations with Purchase College and Rockland, Sullivan, Westchester, Suffolk, and Orange Community Colleges via NIH-Bridges and NSF-RSVP programs.</p>	<p>Collaborations continue, with several DCC students participating in Summer 2009 research projects at Purchase College.</p>
<p>2. Serve as a site visitor and paper reviewer of Medical Laboratory Technology (MLT) programs through the National Accrediting Agency of Clinical Laboratory Sciences. (NAACLS)</p>	<p>K. Ingham served as the paper reviewer for the MLT Self-Study document of Shoreline Community College (Seattle, WA).</p>
<p>3. Be an active participant on the Community College Science Advisory Board at SUNY New Paltz.</p>	<p>S. Fraley attended the March 2009 Advisory Board meeting and shared a summary of the meeting with departmental faculty.</p>
<p>4. Continue to work with the Empire State's Fire Science program to facilitate transfer options</p>	<p>Mr. Robert Fruchter, Program Coordinator of Fire and Emergency Management at Empire State, met with students in the FIR212 course on March 12, 2009.</p>

B. Implementing Banner	
III. Assessment	
A. Academic Program Assessment program reviews or assessment of program outcomes)	
1. Perform and report the findings of the Academic Program Review of the Liberal Arts and Science— Science (LAX) Program.	Self-study draft submitted to OAA in April 2009. External reviewers visited April 15, 2009. Final program report pending the receipt of external reviewers' reports.
2. Prepare and submit the Self-Study document of the Medical Laboratory Technology Program to the National Accrediting Agency of Clinical Laboratory Sciences (NAACLS) as part of the re-accreditation process of the program.	Self-study document to be submitted to NAACLS by the June 15, 2009 deadline.
3. Perform and report the findings of the Academic Program Review of the Dental Assisting— Certificate Program.	The program review is scheduled for a December 2009 completion date.
4. Collect and report the program assessment data of the A.A.S programs (FIR, MLT, and PAR) to the Office of Academic Affairs.	FIR, MLT and PAR program assessment data collected in 2007-2008 was analyzed and reported to OAA in June 2008. The analysis of FIR, MLT and PAR program assessment data collected in 2008-2009 is pending.
5. Complete program maps and program outcome assessment plans (DAC, FIR, FPT, LAX, MLT, PAR, and PDC).	Curriculum maps for FIR, FPT, MLT and PAR have been completed and submitted to OAA on January 27, 2009. Program outcome assessment plans for MLT and PAR have been completed and submitted to OAA on January 27, 2009. An outcome assessment plan for FIR and FPT is in the draft phase.

6. Update the departmental Assessment Plan to include the program course outcome assessment schedule.	Plan has been updated and submitted to OAA on January 27, 2009.
B. Update of Extended Course Outlines	
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)	
a. BIO203 Invertebrate Zoology/Identify the two key Academic Objectives	Extended course outline updated and submitted to OAA on April 6, 2009. Two key Academic Objectives identified as Oral, Aural or Visual Communication and Strengthen the Student's Awareness in the Natural Sciences.
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes (Faculty)	
a. BIO112 A Biomedical View of HIV/AIDS/Identify the two key Academic Objectives.	Extended course outline updated and submitted to OAA on December 4, 2008. Two key Academic Objectives identified as Critical Thinking, Problem Solving and Decision Making and Reading and Writing.
b. FIR112 Occupational Health and Safety/Identify two key Academic Objectives.	Extended course outline updated and submitted to OAA on December 4, 2008. Two key Academic Objectives identified as Critical Thinking, Problem Solving and Decision Making and Oral, Aural or Visual Communication.
c. MLT204 Clinical Chemistry II/Identify the two key Academic Objectives	Extended course outline updated and submitted to OAA on April 6, 2009. Two key Academic Objectives identified as Critical Thinking, Problem Solving and Decision Making and Strengthen the Student's Awareness in the Natural Sciences.
d. FIR114 Building Construction for Fire Protection/Identify the two key Academic Objectives	Extended course outline updated and submitted to OAA on January 13, 2009. Two key Academic Objectives identified as Critical Thinking, Problem Solving and Decision Making and Oral, Aural or Visual Communication.

e. BIO122 Nutrition//Identify the two key Academic Objectives	Extended course outline updated and submitted to OAA on March 10, 2009. Two key Academic Objectives identified as Strengthen the Student's Awareness in the Natural Sciences and Personal Development and Wellness.
f. FIR100 Introduction to Fire Science/Identify the two key Academic Objectives	Extended course outline updated and submitted to OAA on December 10, 2008. Two key Academic Objectives identified as Computers and Technology and Oral, Aural or Visual Communication.
3. List the courses in which two of the DCC Academic Objectives to be assessed have been identified with rationale provided for their selection	See b.2. Above.
C. Course Assessment of Student Learning Outcomes (list courses)	
1. BIO213 Cell Physiology/Identify the two key Academic Objectives	Course assessment data collected in Fall 2008 and reported at January 15, 2009 department meeting. Course assessment report submitted to OAA on January 27, 2009.
2. BIO209 Anatomy/Identify the two key Academic Objectives	Course assessment data collected in Fall 2008 and reported at January 15, 2009 department meeting. Course assessment report submitted to OAA on January 27, 2009.
3. MLT106 Immunohematology/Serology/Identify the two Academic Objectives	Course assessment data collected in Fall 2008 and reported at January 15, 2009 department meeting. Course assessment report submitted to OAA on January 27, 2009. Two key academic objectives identified.
4. MLT203 Clinical Chemistry/Identify the two Academic Objectives.	Course assessment data collected in Fall 2008 and reported at January 15, 2009 department meeting. Course assessment report submitted to OAA on January 27, 2009. Two key academic objectives identified.

5. FIR102 Fundamentals of Fire Protection/Identify the two key Academic Objectives	Course assessment data collected in Fall 2008 and reported at January 15, 2009 department meeting. Course assessment report submitted to OAA on January 27, 2009. Two key academic objectives identified.
6. FIR222 Fire and Safety Administration/Identify the two key Academic Objectives	Course assessment data collected in Fall 2008 and reported at January 15, 2009 department meeting. Course assessment report submitted to OAA on January 27, 2009. Two key academic objectives identified.
7. PAR201 Trauma/Identify the two key Academic Objectives	Assessment data collection to occur in Summer 2009. Two key academic objectives identified.
8. PAR203 Cardiology and Pulmonology/Identify the two key Academic Objectives	Assessment data collection to occur in Summer 2009. Two key academic objectives identified.
9. BIO030 Introduction to Biology/Identify the two key Academic Objectives	Course assessment data collected in Spring 2009 and reported at May 20, 2009 department meeting. Course assessment report to be submitted to OAA in June 2009. Two key academic objectives identified.
10. BIO112 A Biomedical View of HIV/AIDS	Course assessment data collected in Spring 2009 and reported at May 20, 2009 department meeting. Course assessment report to be submitted to OAA in June 2009.
11. MLT204 Clinical Chemistry II	Collection of assessment data rescheduled to Spring 2010.
12. FIR112 Occupational Health and Safety	Course assessment data collected in Spring 2009 and reported at May 20, 2009 department meeting. Course assessment report to be submitted to OAA in June 2009.
13. FIR114 Building Construction for Fire Protection	Course assessment data collected in Spring 2009 and reported at May 20, 2009 department meeting. Course assessment report to be submitted to OAA in June 2009.
14. PAR206 Patient Assessment/Identify the two key Academic Objectives	Collection of assessment data rescheduled to Fall 2009. Two key academic objectives identified.
D. Development of an Assessment-Based Action Plan (Includes information indicating how the results obtained from the assessment will be used to improve student learning)	

E. Actions to be Taken as the Result of Previous Assessments (list courses)	
1. Design a BIO101 lab activity specifically for metabolism. Include this new activity in the Fall 2008 schedule.	Not completed. Plans underway to include a new lab activity in the next edition of BIO101 Lab Manual.
2. Clarify directions for the frog nerve physiology experiment in the BIO131 lab manual.	The 2008-09 BIO131 Lab Manual contained clarified directions for this lab activity.
3. Develop a standard form for submitting the lab report in the BIO030, BIO130, BIO131, and BIO132 courses.	The 208-09 Lab Manuals for BIO030, BIO130, and BIO131/132 contain the standardized form for lab reports.
4. Develop a rubric for grading lab reports in the BIO030, BIO130, BIO131, and BIO132 courses.	Rubric not created because of department consensus to move to pre and post-lab assignments, rather than formal lab reports.
5. Establish morning sessions for faculty to assess the rubric and student performance in BIO030, BIO130, BIO131 and BIO132 courses.	Not completed.
6. Incorporate graded assignments focused on word building into a MSO102 course requirement.	Not completed. Objective will be considered in 2009-10.
7. Add a "Chemistry of Nitrogenous Waste" lab activity into the BIO102 lab schedule, in which students relate the solubilities of ammonia, urea and uric acid to ammoniotelic, ureotelic, and uricotelic animals.	The search for an appropriate entry-level laboratory activity on this subject matter to continue in 2009-10.
8. Incorporate a formal review of hormonal control mechanisms with each body system in BIO210.	Instructor incorporated a discussion on hormones with each system presented in class.
9. Incorporate a review session into MLT207/208, prior to the administration of the final exam.	Not completed. A request to purchase the <u>ASCP Review Guide</u> has been submitted to the Library.
10. Re-design the PowerPoint slide show on the calculation of friction loss in FIR212.	Completed in March 2009. An Excel file was created and posted on the program's website that performs a wide variety of hydraulic calculations. It has been nicknamed the "One Stop Shopping for any Hydraulic Calculation".

F. Map the 10 DCC Academic Objectives for the courses required within the degree program (list degree programs; status should indicate completion and where maps are located)	
IV. Department Objectives	
A. Program Development	
1. Explore the design of an Emergency Management Certificate program.	Extended course outlines and curriculum map have been drafted. Preliminary presentation of program to department is scheduled for May 20, 2009.
2. Complete a needs assessment for a Surgical Technician (1-year certificate) program.	Not completed.
B. Curriculum and Instruction	
1. Continue the re-design of the General Biology curriculum, including the change of course numbers.	Proposal to modify BIO 101 and BIO102 was presented to and approved by AHBS department at September 30, 2009 meeting. The proposals to "Modify a Course" will be finalized and submitted to OAA in September 2009.
2. Create a "Topics in Biology" course for non-LAX students and present to department in Fall 2008.	Proposal for this new course was presented to and approved by AHBS department at September 30, 2008 department meeting. The proposal for a "New Course" will be finalized and submitted to OAA in September 2009.
3. Pilot different respiratory physiology lab activities utilizing BioPac in select BIO132 sections and assess their academic value.	It was determined that the activity was not feasible.
4. Integrate the use of Vernier equipment into BIO104 stream study labs.	Outdated computers at Norrie Point will not support the Vernier software.
5. Complete the interpretive trail behind parking lot E.	Project in progress; trail useful for BIO101 activities.
6. Continue coordination with the Nursing Department for service courses.	Ongoing dialogue between departments has occurred.
7. Evaluate the implementation of the department's laboratory attendance policy.	Overall, most faculty seem satisfied with the policy and have incorporated it into their course requirements.
8. Hold meetings on a regular basis to review and revise the BIO103 lab manual.	Recommendations for the BIO103 laboratory components were generated.

9. Finalize the information flyer for General Biology for use by academic advisors.	Completed and now housed in the Office of the Registrar.
10. Consider the development of advisement tracks for LAX students.	Awaiting results from the LAX Program Review before developing advisement tracks.
11. Explore the development of a blended (online and classroom) section of EMB105.	Not completed ; may reconsider objective in 2009-2010.
V. Program Objectives	
A. Medical Laboratory Technology/Phlebotomy (MLT and PDC)	
1. Complete a survey of MLT graduates to determine placement rates and evaluation of technical skills.	Survey mailed to 2007 and 2008 MLT graduates on April 2, 2009.
2. Publish the programs' need to secure criminal background checks on allied health students interning in a clinical setting in appropriate college publications.	The Clinical Requirements, outlined in the <i>Medical Laboratory Technology Handbook</i> , was updated in October 2008 to include information on background checks and drug screening. In addition, the "Advisor Hot Sheets" were updated with the same information.
3. Search for a Clinical Chemistry adjunct instructor to fill an anticipated need.	Mr. Andrew Knickerbocker assumed this adjunct teaching position in the Spring 2009 semester.
4. Remain apprised of the education requirements for licensure as overseen by the State Board for Clinical Laboratory Technology and consider its impact to the MLT curriculum.	The program chairperson and clinical coordinator both attended the "Clinical Laboratory Practice and Personnel Licensure Update Symposium", October 2008.
5. Update the MLT Handbook to include information on program objectives, New York State licensure, and background checks/drug screening for clinical placement.	The handbook was updated, October 2008, to include this information.
6. Update the Phlebotomy Handbook to include information on program objectives and background checks/drug screening for clinical placement.	Update will be completed and made available to students in the Fall 2009 semester.

B. Dental Assisting Certificate (DAC)	
1. Implement recruiting strategies for the next cohort of incoming students.	DAC program was represented at the Dutchess County Dental Society All Day Seminar, April 1, 2009.
C. Paramedic (PAR)	
1. Oversee the renovations of DS-235 to include the addition of cabinets, countertops and suitable storage for equipment.	Completed in February 2009, with the assistance of Physical Plant.
2. Add special population sections of EMB105 at Marist and Bard Colleges.	Discussions still underway, but the creation of these sections has yet to be finalized.
3. Establish a presence at local high school career events.	The Paramedic program was represented at John Jay High School Career Events (November 2008, March 2009) Arlington High School (Fall 2008) and Arlington Middle School Career Day (Fall 2008).
D. Fire Science (FIR)	
1. Conduct a test burn of wood trusses and wooden "I" beams to determine their failure time. Record test and make videotape available to the U.S. Fire Service.	Completed April 4, 2009 at Dutchess County Fire Training Center.
2. Update the program's website.	Partially completed. Website will be updated on a regular basis.
3. Adjust the FIR course's curriculum to reflect changes made to the National Fire Academy's Fire and Emergency Service Higher Education (FESHE) document.	Comparison of FIR/FPT curriculum to updated FESHE document (February 2009) yielded no need to adjust curriculum.
4. Update the list of New York State Office of Fire Protection and Control (OFPC) courses that may be used as "Fire Career Electives" in the Fire Protection Technology AAS program.	Course list remains unchanged. The document which outlines which courses DCC accepts from the NYS Office of Fire Protection and Control was revised to achieve greater clarity and to be a more effective advising tool by the transfer counselor in the Office of the Registrar.
5. Maintain professional contacts with area fire departments by providing training materials and training sessions.	Numerous training sessions were held, Pleasant Valley (11/08), Wassaic (2/09), Pine Plains (3/09), LaGrange (11/08), Phoenicia (3/09), New Hamburg (3/09), Dover (5/09) and Montgomery (5/09) fire departments.

**Behavioral Sciences
Status Report for 2008-09**

I. College Objectives	Status
<p>A. Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</p> <ul style="list-style-type: none"> ➤ Nurturing academic excellence ➤ Supporting innovation ➤ Reaching new and changing populations ➤ Celebrating unity in diversity ➤ Creating a climate of intellectual inquiry, both in the classroom and through various activities 	
<p>1. Co-host a film/discussion on disability awareness. This will be open to the college and the community at large.</p>	<p>Completed. The film, <u>Body and Soul</u> was followed by a discussion with approximately 70 people in attendance.</p>
<p>2. Participate in the annual high school outreach program.</p>	<p>Completed. M. Olimpieri and B. McArdle participated in the Fall 2008 program and D. Valentine participated in the Spring 2009 program.</p>
<p>3. Psychology Club – support interest in the field, welcome diverse populations; create connections from DCC and the surrounding communities.</p>	<p>No longer relevant. C. Greenan worked with students over the past two years to establish a club. The club was not able to establish a core membership over this time.</p>
<p>4. Diversity Club – support interest and issues regarding diversity, create connections for the students of DCC.</p>	<p>No longer relevant. J. Dehn worked with students over the past year to establish a diversity club. The students were unable to articulate a clear mission for their endeavor at this time.</p>

<p>5. The Translations Festival is an opportunity to nurture academic excellence during the 2008-09 academic year. The culmination of students' exploration through research is then presented through multi-media and the arts. A festival competition will be held on April 18, 2009.</p>	<p>Completed. This year a special category to focus on social concerns relating to the Hudson River was added because of the 400th anniversary celebrations being held this year. Students completed research and created a research notebook which was then interpreted through an artistic medium. On April 18, 2009, a festival competition was held where the students' work was judged and winners in three categories were determined. Three categories of awards for artistic expression were awarded: Visual Art, Written Art and Art reflecting concerns about the Hudson River.</p>
<p>6. Provide department courses to special populations in various community settings in the greater county and beyond.</p>	<p>Completed. Courses held at two county high schools at a facility in Putnam County during the fall semester. Courses held at four high schools around the county and at a county inpatient treatment facility during the spring semester.</p>
<p>B. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	
<p>1. Offer program courses to Direct Support Professionals at their worksite.</p>	<p>Completed. PSY 235 was offered at The Devereux School in Red Hook.</p>
<p>2. Expand CDA recruitment with advertising of an Open House/Orientation for adult learners employed in child care centers.</p>	<p>Completed. E. Hall recruited students through advertising and personal contacts throughout the Spring 2009 semester. An Open House for CDA was offered on May 19, 2009 that included orientation.</p>
<p>3. Use Angel for traditional and on-line courses to supplement learning for those in need.</p>	<p>Ongoing. Faculty is using Angel to support some traditional courses. The department continues to evaluate courses to be offered online and we are analyzing the success of the courses currently being offered online.</p>

<p>4. Present the Margaret Mead Film Festival for students, prospective students and members of the Greater Hudson Valley community.</p>	<p>Completed. DCC was again the host institution for the international Margaret Mead Film Festival in the Hudson Valley. Three award winning anthropological films were screened for the DCC Community, institutions, and the public in the greater Hudson Valley. In addition, a “brown bag” discussion followed one of the films.</p>
<p>II. College Projects</p>	
<p>A. Benchmarking with Other Colleges</p>	
<p>1. Attend New York Human Educators Association yearly workshop in Skaneateles, New York.</p>	<p>Completed. Approximately 20 Human Services Educators were in attendance.</p>
<p>2. Accompany students to the Mid-Atlantic Consortium of Human Services annual conference in New Jersey.</p>	<p>Completed. P. Lamanna and M. VanVoorhis accompanied 6 Human Services Club students to Brookdale Community College in New Jersey.</p>
<p>3. Attendance at the conference of the National Association for the Education of Young Children with attention to best practices at two and four year colleges.</p>	<p>Completed. E. Hall attended the National Association for the Education of Young Children Conference in Dallas Texas on November 5-8, 2008. She attended a number of workshops concerning best practices at other colleges. She conducted a discussion with relevant handouts from the workshops at the January ECH Program meeting.</p>
<p>4. Attend the Criminal Justice Educators Association of New York State (CJEANYS) annual conference.</p>	<p>Completed. D. Valentine and R. Barnhart attended the annual conference 10/29 – 10/31 in Saratoga Springs, NY.</p>
<p>5. Attend The Second Annual Educational Conference (entitled <i>Creating a Culture of Success for Students of African Ancestry: Recognizing and promoting models of Excellence</i>) annual conference.</p>	<p>Completed. E. Casper Flood and Dr. A. Kaladjian attended the annual conference.</p>

B. Implementing Banner	
1. Emphasize use of Banner and myDCC in department 100 introductory seminar courses.	Ongoing. BHS Staff introduced and demonstrated myDCC in all departmental introductory seminars and will continue to emphasize its utilization.
2. Utilize Banner as an advisement tool.	Ongoing. Faculty members are using the Banner system to facilitate advising.
3. Staff training in ordering Lab Nursery School materials on Banner.	Completed. E. Myriantopoulos received training on Banner and has implemented the ordering for the Lab Nursery School.
4. Participate in Banner training.	Ongoing. Faculty attends training as needed.
C. Periodic Review Report- Contribute to Organizational Activities and Plans related to Middle States Periodic Review to be completed June 2010	
III. Assessment	
A. Academic Program Assessment (program reviews or assessment of program outcomes)	
1. Emphasize use of Banner and Angel platform in department assessment reporting process.	Ongoing. M. Hall created a BHS 103 workgroup shell to provide a cyber community for all instructors of BHS 103 to communicate and share resources.
2. Create an action plan based on the CMH/CDC Program Review.	Completed. The final document was sent to the Office of Academic Affairs.
3. EDE Program – Assessment (First semester)	Completed. The tasks of the first semester of assessment are completed for EDE.
4. ECC Certificate – as part of the on-going completion of action items generated in the May 2005 Program Review – paperwork for submission to the Curriculum Committee for suggested changes in the ECC Certificate	Deferred to 2009-2010. Changes will be made next year in the ECH program that may have an effect on the ECC Certificate. It was decided to wait for implementation until a more comprehensive plan based on next year's changes could be implemented.
5. Continue department participation in review of LAH Program.	Ongoing. The Committee met with the Academic Dean in May to review the results of the external review and initiate planning for action steps in response to that review.

B. Update of Extended Course Outlines	
1. Identify Extended Course Outlines to be Updated (Dept. Head/OAA)	
a. BHS100	Completed Fall 2008.
b. BHS220	Completed Fall 2008.
c. BHS210	Completed Spring 2009.
d. BHS262	Completed Spring 2009.
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes (faculty)	
a. CMH/CDC204, CHC206	Completed Fall 2008.
b. CMH/CDC, CHC203	Completed Fall 2008.
c. PSY204	Completed Fall 2008.
3. Identify two of the 10 DCC Academic Objectives to be assessed with rationale provided for their selection	
a. Critical Thinking, Problem Solving and Decision Making	Completed. The department agreed to address critical thinking because it was decided that this objective is infused across the programs and reflects the college-wide efforts to implement institutional level assessment.
b. Social and Behavioral Sciences	Completed. The department agreed that this objective is an essential element of our academic mission.
C. Course Assessment of Student Learning Outcomes (list courses)	
1. CMH/CDC/CHC 104	Completed Fall 2008.
2. PSY102	Completed Fall 2008.
3. CMH/CDC 204, CHC206	Deferred. Assessment instrument will be developed Fall 2009.
4. BHS205	Completed Spring 2009.
5. ECH102	Completed Fall 2008.
6. ECH111	Completed Spring 2009.

7. ECH214	Completed Spring 2009.
8. CRJ141	Completed Fall 2008.
9. CRJ201	Completed Spring 2009.
10. PSY204	Completed Fall 2008.
<i>D. Development of an Assessment-Based Action Plan (Includes information indicating how the results obtained from the assessment will be used to improve student learning)</i>	
1. CMH/CDC/CHC104	Completed. Report was sent to department head, Fall 2008
2. CMH/CDC/CHC103	Deferred. Courses will be assessed Fall 2009.
3. PSY102	Completed. Report was sent to department head Spring 2009.
4. BHS103	Completed. Report was sent to department head Spring 2009.
5. ECH102	Completed. Action plan was reported in the Course Assessment Report Form during the Fall of 2008.
6. ECH111	ECH 111 is currently being assessed during the Spring 2009 semester. The assessment plan including student learning objectives to be assessed, learning activities, assessment strategy, and assessment tools were designed in Fall 2008. This plan is currently being implemented. Results will be reported on the Course Assessment Report Form at the end of the semester when the work to be assessed is completed by students.

7. ECH214	ECH 214 is currently being assessed during the Spring 2009 semester. The assessment plan including student learning objectives to be assessed, learning activities, assessment strategy, and assessment tools were designed in Fall 2008. This plan is currently being implemented. Results will be reported on the Course Assessment Report Form at the end of the semester when the work to be assessed is completed by students.
8. CRJ141	Completed. Assessment was completed and over 70% of the students achieved the SLO.
9. PSY203	Completed. Assessment was completed and 72% of students achieved the SLO.
10. PSY204	Deferred Assessment analysis is being conducted this semester to be reported Fall 2009.
11. PSY206	Completed. Report was sent to department head, Fall 2008.
<i>E Action to be taken as the Results of Previous Assessments (list course)</i>	
1. BHS110 – additional group work given to reinforce learning.	Completed. Students were given more time in class.
2. PSY235 – additional time given for assignment extra credit given for attending the writing center.	Deferred. PSY 235 is offered in the fall only. This action will be implemented in Fall 2009.
3. ECH101 – implementation of log to support reflection on teacher attributes.	Completed.
4. ECH254 – development of more specific multicultural questions for assessment in final.	Completed.
5. ECH212 – modify book evaluations to include reflections/connections on Maslow and Eriksen.	Completed.
6. CRJ107 – ensure more objective reports.	Completed and ongoing. Has been an improvement, will continue to emphasize more objective reports.
7. CRJ266 – limit size of presentation groups and emphasize research on local issues.	Completed and ongoing. Groups limited to 3-6 students and each is focusing their research more locally, along with interviewing local officials.

8. Continue to implement recommendations from last CRJ program review.	Ongoing. CRJ 206 and BHS 142 were offered during the evening.
F. Map the 10 DCC Academic Objectives for the courses required within the degree programs (list degree programs; status should indicate completion and where maps are located)	
1. CRJ	Completed. Maps were completed for existing programs Fall 2008 and sent to Office of Academic Affairs.
2. ECH	Completed. Maps were completed for existing programs Fall 2008 and sent to Office of Academic Affairs.
3. HMS	Completed. Maps were completed for existing programs Fall 2008 and sent to Office of Academic Affairs.
4. LAH.	(Chair currently resides in English and Humanities)
5. LAT	Completed. Maps were completed for existing programs Fall 2008 and sent to Office of Academic Affairs.
IV. Department Objectives	
1. Integrate new staff members into the department.	Completed and ongoing. Mentoring of new full-time and adjunct faculty is being addressed formally through supervision. A workshop addressing the student learning outcomes in BHS103 and how best to achieve those outcomes was held in April. As part of that process, a BHS103 instructors' Angel page was created by M. Hall and P. Phipps.
2. Continue involvement with the regional educators involved in the Jointly Registered Teacher Education Programs (JRTEP) with SUNY New Paltz.	Ongoing. P. Phipps, E. Wild, and M. Olimpieri attended annual meeting in February 2009.
3. Continue the expanded review process for evening supervisors in order to maintain quality and consistency in courses provided by staff other than the full time faculty.	Ongoing. D. Valentine, M. VanVoorhis and E. Wild continue active review of evening and weekend instructors.

<p>4. Continue to offer and support courses and programs that provide domestic, as well as international study opportunities for students.</p>	<p>Completed and ongoing. Two sections of BHS220 were offered this year. More than 30 students participated in these two immersion study trips. BHS220, Spirits in Stone, focused on the Native People of the American Southwest and their home. BHS220 to the Andean Highlands in the Amazon focused on human ecology in the rain forest. BHS220 upcoming study classes will focus on the Indian Uprising on the Rio Grande and the Pre-Incan Civilizations of Peru and Bolivia.</p>
<p>5. Explore upper level department courses for possible inclusion in the SLN offerings from the department.</p>	<p>Ongoing. The department is offering PSY204 and PSY209 online for the first time and bringing back PSY221 online during the summer 2009 sessions.</p>
<p>6. Begin discipline and program level discussions on how best to clarify and articulate transferability of department courses to SUNY 4-year institutions.</p>	<p>Ongoing. Met with representatives from CUNY John Jay, Spring 2008 and Transfer Counselor M. Meredith met with President of John Jay and other Administrators Spring 2009 in NYC. Two new articulation agreements with SUNY Cobleskill were signed in April 2009. The agreement establishes procedures to promote the easy transition of students from the Early Childhood A.A.S. (ECH) degree to either of Cobleskill's Child Care degrees (B.S.). The ECH Program Chair worked with SUNY Cobleskill staff to complete the articulation. The Leadership/Administration Track includes coursework that will also allow students completing the B.S. degree to also receive the NYS Administration Credential for Day Care Directors.</p>

**Department of Business
Status Report for 2008-09**

I. College Objectives	Status
<p>A. Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</p> <ul style="list-style-type: none"> ➤ Nurturing academic excellence ➤ Supporting innovation ➤ Reaching new and changing populations ➤ Celebrating unity in diversity ➤ Creating a climate of intellectual inquiry, both in the classroom and through various activities 	
<p>1. Participate in the COAP Program, outreach to high school students.</p>	<p>Completed. The <i>Career Opportunities in the Accounting Profession (COAP)</i> program was initiated in the Summer of 2005 by D. Most and G. Chaky. This program, which introduces qualified minority high school students to the field of accounting, was run again in Summer 2008.</p>
<p>2. Investigate expanding the offering of on-line classes to increase enrollment in upper level ACC classes.</p>	<p>Completed. Investigation concluded there were no viable options at this time.</p>
<p>3. ANGEL on-line group class review.</p>	<p>Completed. All participants found the effort beneficial.</p>
<p>4. Examine Future Directions for the BUS Program.</p>	<p>Ongoing. A capping course was agreed to be developed in the 2009-10 academic year.</p>
<p>B. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	

1. Expand offerings of on-line courses.	Completed. A second section of BUS104, <i>Business Organization and Management</i> , was run in both the fall and spring semesters. BUS112, <i>Introduction to Microsoft Word</i> , has been developed and will be offered in Fall 2009. BUS215, <i>Business Law I</i> , is in development and will be offered in Fall 2009.
II. College Projects	
A. Benchmarking with Other Colleges	
1. Participate in the SUNY New Paltz Community College Advisory Council.	Completed. D. Most, G. Seligman and P. Rivera participated.
2. Participate in annual meeting of the Two-Year College Accounting Faculty.	Meeting was cancelled this year.
3. Participate in the annual meeting of TACTYC.	Completed. G. Chaky and D. Most participated in the <i>Teachers of Accounting at Two Year Colleges</i> annual conference held this year in Boston, MA.
B. Implementing Banner	N/A
C. Periodic Review Report- Contribute to Organizational Activities and Plans related to Middle States Periodic Review Report to be completed June 2010	
1. Various course and program related analyses and course reports.	Completed. The department has provided all requested materials.
III. Assessment	
A. Academic Program Reviews (list program & who is responsible)	
1. PAL	In process. Targeted to be completed Summer 2009.
B. Update of Extended Course Outlines	
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)	

a. As per schedule.	Ongoing; on schedule.
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes (Faculty)	
a. As per schedule.	Ongoing; on schedule.
3. List the courses in which two of the DCC Academic Objectives to be assessed have been identified with rationale provided for their selection	
C. Course Assessment of Student Learning Outcomes (list courses)	
1. ACC 101 Principles of Accounting I	Completed.
2. BUS 105 Advertising	Completed.
3. BUS 112 Intro to Microsoft Word	Completed.
4. BUS 162 Fundamentals of Fashion	Rescheduled; Course was cancelled.
5. BUS 244 Human Resources Management	Completed.
6. PAL230 Law of Business Organizations	Completed.
7. ACC241 Income Tax Procedures	Completed.
8. BUS111 Introduction to Microsoft Power Point	Completed.
9. BUS161 Management of Retail Operations	Completed.
10. BUS208 Small Business Management	Completed.
11. PAL120 Legal Research	Completed.
D. Development of an Assessment-Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)	
1. ACC102 Principles of Accounting II	Completed.
2. ACC204 Managerial Accounting	Completed.
3. BUS102 Introduction to Business	Completed.
4. BUS107 Principles of Marketing	Completed.
5. BUS216 Business Law II	Completed.
6. BUS225 Office Practice	Completed.
7. PAL250 Real Property Law	Completed.

E. Actions to be Taken as the Result of Previous Assessments (list courses)	
1. BUS101 will replace the <i>ALEKS</i> , which is a generalized mathematics software package, with <i>Homework Manager Plus</i> which is specific to the textbook.	Completed.
2. Techniques developed by the Math Department will be piloted in two sections of BUS101.	Completed.
3. BUS215 Instructors will be asked to modify the focus of their course content as outlined in the Assessment Report Form.	Completed.
4. Data to be collected and analyzed to evaluate the potential benefit of moving ACC104 from the first semester and/or requiring minimum levels of competence in math and reading.	In Process.
F. Map the 10 DCC Academic Objectives for the courses required within the degree program	
1. BUS	Completed. Maps have been provided to Academic Affairs.
2. BAT	Completed. Maps have been provided to Academic Affairs.
3. ACC	Completed. Maps have been provided to Academic Affairs.
4. PAL	Completed. Maps have been provided to Academic Affairs.
IV. Department Objectives	
1. Review PAL extended courses outlines and examine the possibility of requiring written assignment (s) for each course.	Completed. Findings to be incorporated into Program Review.
2. Explore whether more PAL courses might be suitable for a portfolio-based approach and research potential benefits/downfalls to such an approach.	Completed. Findings to be incorporated into Program Review.
3. Examine the idea of splitting legal research and writing into two separate courses: one focused on legal writing and one focused on legal research.	Completed. Findings to be incorporated into Program Review.

7.3.04 Engineering, Architecture, and Computer Technologies

**Engineering, Architecture, and Computer Technologies
Status Report for 2008-09**

I. College Objectives	Status
<p>A. <i>Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</i></p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovation</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in classroom and through various activities</i> 	
<p>1. Through the ARC Club visit Wright Home in Garrison and New York City to build classroom experience.</p>	<p>Completed. The Architecture Club with sponsorship from the department visited New York City in the fall. They toured an architect's office and construction sites. During the year the Architecture classes also toured a local home under construction, Oakwood Commons in Poughkeepsie (under construction), The 911 Building (under construction), Lucky Platt Building and Main Street in Poughkeepsie, and Palumbo Block. The three architecture faculty led the different tours.</p>
<p>2. Offer a section of CIS111 for high school students at Putnam High School.</p>	<p>Completed Fall 2008.</p>

3. Offer a section of CIS111 at Dutchess County BOCES.	Completed Fall 2008.
4. Offer an additional section of CIS111 on-line.	Completed Fall 2008 – The extra section offered in Fall 2008 appeared to pull from the same population engaged in on-campus courses. Therefore, at least at this time, we will not be running the extra section of CIS111.
5. Investigate a transfer program in Interior Design to attract under-represented female students.	Completed. In the opinion of the OAA interior design "does not appear to be a viable proposal to pursue at the present time" E. Gambino, 10/17/2008.
6. Reach out to New Paltz, Poughkeepsie, Beacon, Highland, and Rhinebeck High Schools for presentations about architecture and architecture education.	Completed. D. Freeman, Program Chair, presented at Career Days at Beacon High School and Ulster Community College (Highland High School) and to individual classes at Poughkeepsie and New Paltz High Schools.
7. Meet with Builders Association of the Hudson Valley to determine if greater opportunities exist for our CNS students.	Completed and ongoing – Contacted the BAHV Executive Director, Jean Rowe. She indicated that at this time, due to the current economic conditions, neither the BAHV nor its members could offer intern opportunities.
8. Benchmark ways that firms and colleges work to attract and retain women in architecture.	Completed. Catherine Tabor McGuire researched a wide range of academic and professional organizations for women in architecture to find the issues and recommendations. (Specific findings are available in the Department)

<p>B. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	
<p>1. Offer ELT Program courses at Dutchess South to local companies – The Gap Distribution and Fluor Maintenance – to begin classes in Spring 2009.</p>	<p>Not Completed. Plan to repeat attempt in Spring 2010.</p>
<p>2. Investigate the creation of a virtual help desk.</p>	<p>Deferred. Although some progress was made in individual classes regarding a virtual help desk, no curricula-wide virtual help desk was implemented.</p>
<p>II. College Projects</p>	
<p>A. Benchmark with Other Colleges</p>	
<p>B. Implementing Banner</p>	
<p>1. Update all monitors in the CBI204 space to reflect the latest technologies.</p>	<p>Not completed due to budget constraints.</p>
<p>C. Periodic Review Report- Contribute to Organizational Activities and Plans related to Middle States Periodic Review to be completed June 2010</p>	
<p>III. Assessment</p>	
<p>A. Academic Program Reviews (program reviews or assessment of program outcomes)</p>	
<p>1. Complete Advanced Science and Math (ASM) Certificate Review.</p>	<p>Partially completed. Plan to complete review over summer, with input from SUNY New Paltz.</p>
<p>2. ENR Program Review –Self Study and External Evaluation.</p>	<p>Partially completed. Self Study completed May 2009; external review will be scheduled for early Fall '09.</p>
<p>B. Update of Extended Course Outlines</p>	
<p>1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)</p>	
<p>a. AVI208, AVI209</p>	<p>Completed.</p>
<p>b. ELT108, ELT250</p>	<p>Completed June 2009.</p>

c. ENR209	Completed May 2009.
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes (Faculty)	
a. N/A –All courses have SLOs.	
3. Identify two of the 10 DCC Academic Objectives to be assessed with rationale provided for their selection	
a. AVI208, AVI209	Completed.
b. ELT108, ELT250	Completed June 2009.
c. ENR209	Completed May 2009.
C. Course Assessment of Student Learning Outcomes (list courses)	
1. ACR101	Completed.
2. ARC103, ARC105, ARC106, ARC110.	Completed.
3. AVI104, AVI110, AVI116	Completed.
4. CIS108, CIS112, CIS113, CIS120, CIS123, CIS124, CIS212, CIS213, CIS223, CIS227, CIS228	Partially completed. Assessment is underway as part of the final exam assessments in many courses. Assessment summary sheets filed by September 2009.
5. ELT108, ELT218, ELT250	Completed June 2009.
6. ENR102, ENR209	Completed. Because ENR209 was taught by adjunct this semester, ENR207 was substituted for ENR209. Both course assessments complete June 2009.
7. ENT131	Completed.
D. Development of an Assessment-Based Action Plan (Includes information indicating how the results obtained from the assessment will be used to improve student learning)	
1. See actions listed in Section III E.	

E. Actions to be Taken as the Result of Previous Assessment (list course)	
1. Based upon the assessment of CIS111, faculty will differentiate between threats to an unattached client machine and one attached to the network. Instructors will be provided with a short video that focuses on TCP/IP and packets as they relate to hostile viruses.	Partially completed. Assessment is underway as part of the final exam assessments in many courses. Assessment summary sheets filed by September 2009.
2. Based upon the assessment of CIS111, the issue of storing data and various storage devices will be stressed in future classes. In particular, storage on a LAN and WAN will also be covered in more detail. The function of a file server on a network will be contrasted to client-side storage. Additional emphasis will be placed on the concept and value of groupware and the resultant need share data over a network	Partially completed. Assessment is underway as part of the final exam assessments in many courses. Expect the assessment summary sheets to be filed prior to September 2009.
3. Based upon the assessment of CIS107, as an action plan, the HTML form element tags will be introduced earlier in the course and the students will be strongly encouraged to include the elements in the final project. Also, earlier exams in the course will include HTML requirements. By having the students code basic HTML on exams, they will hopefully become more familiar with the tags and not need as many references.	Completed Spring 2009. HTML was introduced one week earlier in the semester.
4. Based upon the assessment of CIS107, the action plan is to encourage the students to use the actual design terms in discussing their design intentions during their oral presentations. This will encourage a connection between the use of the concept and the academic definition of the concept.	Completed Spring 2009. The student presentations indicated an improvement in the use of appropriate technical terms.

<p>5. Develop "hands-on" teaching/learning activities in ENR208 that may aid in developing better understanding of concepts through use of "multiple learning modes".</p>	<p>Completed. Several "hands-on" demonstrations, often requiring use of student volunteers, were conducted in-class during regular lecture periods. These included: vector force analysis demonstration, moment of force demonstration, center of mass demonstration, and dynamic and static friction demonstration. Survey of students found positive reaction to these initiatives.</p>
<p>6. ARC Program: Based on program review, continue to introduce and emphasize green building practices in design and construction in all classes.</p>	<p>Completed. Green Building practices are part of all assignments in studio course.</p>
<p>7. ARC Program: Based on program review, in the catalog note CAD103 is recommended as part of the elective credits for those students considering transfer.</p>	<p>No longer relevant – Based on proposed ARC program changes, elective credits have been removed.</p>
<p>8. ARC Program – Based on program review, in the catalog note CAD104 is recommended as part of the elective credits for those students considering direct placement in the work force.</p>	<p>No longer relevant – Based on proposed ARC program changes, elective credits have been removed.</p>
<p>9. ARC Program: Based on program review, the faculty will explore the computer program REVIT to see if its addition into the program would be beneficial.</p>	<p>Completed. REVIT will become part of the program in near future as budget allows.</p>
<p>10. ARC Program: Based on program review, develop and offer 5 credit ARC internship course. Student with internships currently use CAD206 or two independent study courses to replace ARC206 with internship. Course would be similar to CAD206.</p>	<p>No longer relevant – Based on proposed ARC program changes, internship would not work as part of curriculum.</p>
<p>11. ARC Program: Based on program review, consider requiring a one-credit public speaking class.</p>	<p>Not done. Based on proposed ARC program changes, public speaking was not considered as important to core curriculum.</p>

<p>12. CNS Program: Based on program review, continue to introduce and emphasize green building practices in design and construction in all classes.</p>	<p>Completed. Green Building practices are part of all assignments in studio courses.</p>
<p>13. CNS Program: Based on program review, the faculty will explore the computer program REVIT to see if its addition into the program would be beneficial.</p>	<p>Completed. REVIT will become part of program in near future as budget allows.</p>
<p>14. CNS Program: Based on program review, develop and offer 5 credit ARC internship course. Student with internships currently use CAD206 or two independent study courses to replace ARC206 with internship. Course would be similar to CAD206.</p>	<p>Not done - Based on proposed ARC program changes internship would not work as part of curriculum.</p>
<p>15. CNS Program: Based on program review, consider requiring a one-credit public speaking class.</p>	<p>Not Done - Based on proposed ARC program changes, public speaking was not considered as important to core curriculum.</p>
<p>16. CAD Program: Based on program review, advisement notes in the College Catalog and Registrar's Office and publication should be revised to advise that students should take ARC101 or ARC103 if interested in the field of architecture, ENR101 if interested in the field of engineering and CIS107, CIS108, or CIS113 if interested in more general computer skills.</p>	<p>Not done – no changes made to CAD curriculum until program changes to ARC and CNS are completed.</p>
<p>17. ARC103 and ARC110: Based on program review, introduce, if possible, field measuring component into design projects (may present liability issues).</p>	<p>Completed - Faculty will incorporate into course work when possible. Liability and students on site are major issue.</p>
<p>18. ARC106: Based on program review, reduce credit hours to three to align with transfer schools and to match ARC105 (2 lec., 2 lab). Move planning information and Code Information to ARC214. Move sizing and structural calculations out of class. Introduce construction of small commercial scale construction model similar to ARC105. Increase sketching of construction details.</p>	<p>Completed as part of revisions to program.</p>

<p>19. ARC211: Based on program review, increase credit hours to 3 lecture. Add in the following outcomes: (1) LEED practices, (2) green building technologies as they relate to a whole building approach, (3) increase plumbing including calculations for riser diagrams and drawing of riser diagrams, (4) increase information on heating and cooling systems.</p>	<p>Completed as part of revisions to program.</p>
<p>20. ARC122: Based on program review, increase emphasis on sketching. Decrease emphasis on perspective and axonometric drawing.</p>	<p>Completed. Sketching was increased in course work in Spring 2009.</p>
<p>21. ARC123: Based on program review, increase emphasis on portfolio presentation to include computer presentation and booklet presentation. Include basic knowledge of computer rendering (program to be determined).</p>	<p>Completed. Will become part of course work in Fall 2009.</p>
<p>22. ARC203: Based on program review, include Color and Material Selection Boards as part of project.</p>	<p>Completed. Color and material selection boards were made part of final project.</p>
<p>23. ARC205 and ARC206: Based on program review, consider reducing credit hours to 4 (to be discussed). Continue to include research of building materials and methods, firerating and ADA. Continue to use hand sketching prior to preparation of CAD drawings for detailing.</p>	<p>Completed as part of revisions to program.</p>
<p>24. ARC214: Based on program review, increase credit hours to 3 (2 lec, 2 lab). Include Planning and Zoning research, Code Research including ADA, Office Practice including Writing Request for Proposal (RFP), Writing Request for Information (RFI), Writing Proposals, Punch List preparation, Field Inspections, and Daily Reports.</p>	<p>Completed as part of revisions to program.</p>

<p>25. ARC206: Based on program review, rename ARC206 as "Final Projects Class" or "Construction Projects Class". Rewrite Extended Course Outline and Student Learning Outcomes so that both ARC and CNS students work on a single extended project. ARC students would do the same work as exists in the course as now and spend the second half doing material takeoffs of key components of the project.</p>	<p>Completed as part of revisions to program.</p>
<p>26. ENR215: Based on program review, include leveling section directly related to building floor plans. Include layout section directly related to building layout.</p>	<p>Completed. Will be incorporated into class assignments, if possible, based on time restraints.</p>
<p>27. ENT131, CAD102 and CAD104: Based on program review, instruction in CAD standards used in offices needs to be emphasized more. This objective needs to be added to ENT131, CAD102 and CAD104.</p>	<p>Not done – no changes made to CAD curriculum until program changes to ARC and CNS are completed.</p>
<p>F. Map the 10 DCC Academic Objectives for the courses required within the degree programs (list degree programs; status should indicate completion and where maps are located)</p>	
<p>1. ARC, AVI, CIS, CNS, ELT, ENR, INM</p>	<p>Completed. Maps were submitted to OAA in February 2009 and are stored in the department's Share drive.</p>
<p>IV. Department Objectives</p>	
<p>A. Enhance Student Academic Success</p>	
<p>1. Create an adjunct corner in CBI204 faculty area including a library, a meeting area and IT Technology. The adjunct faculty will have swipe access to the room and be able to use the area for office hours, student meetings, course development and preparation and assessment activities.</p>	<p>Partially completed. More organization is expected to be completed in the summer.</p>
<p>2. Participate in Two Year Engineering Science Association meetings and function.</p>	<p>Completed and ongoing. M. Courtney was elected new TYESA President at TYESA Annual meeting at Clarkson University Oct. 9-10 2008. M. Courtney also involved in planning of TYESA Spring Design Competition and Fall 2009 TYESA meeting at Syracuse University.</p>

<p>3. Find and schedule industry guest speakers for ENR students.</p>	<p>Completed. B. Ventimiglia, retired IBM design engineer, discussed engineering design principles with ENR101 class; H. Adams of Central Hudson discussed grid tie PV systems with the ELT904 Introduction to Photovoltaics class. ELT 904 class met with Hudson Valley Clean Energy President and Founder Jeff Irish at HVCE Headquarters in Rhinebeck, NY. May 2009.</p>
<p>B. Improve Outlooks for Graduates</p>	
<p>1. Open discussion on transfer with Wentworth Institute.</p>	<p>Completed. Wentworth will continue to review students on an individual basis.</p>
<p>2. Continue to seek employment and internships for students in CAD program, Architecture and Construction Technology.</p>	<p>Completed and ongoing. Employment and internships are difficult to find, however, students were placed with a number of local employers.</p>
<p>3. Continue classroom presentations by architects, construction managers, and manufacturers' representatives.</p>	<p>Completed and ongoing. Two presentations were held in fall and two in spring with additional presentation at Kirchhoff Construction's offices.</p>
<p>4. Seek more internship for CNS students.</p>	<p>Ongoing - Contacted the BAHV Executive Director, Jean Rowe. She indicated that at this time, due to the current economic conditions, neither the BAHV nor its members could offer intern opportunities.</p>
<p>5. Investigate and develop additional articulation agreements for the Information Management Program.</p>	<p>Partially completed. Had meeting with the transfer office to develop an articulation with SUNY Albany. Have not heard back from the transfer office in over two months.</p>
<p>6. Redesign the capstone course, CIS223, to better match the learning outcomes of the CIS program.</p>	<p>Partially completed. The course, although being taught by an adjunct, has been revised to change from a mainframe-based course to a desktop-based course integrating DBMS and VB.</p>
<p>7. Redesign the material taught in CIS124 to reflect recent operating system changes.</p>	<p>Completed. The redesigned course was offered successfully in the Spring semester. The course now includes an extensive coverage of VISTA, MS Powershell and VMware.</p>
<p>8. Investigate and consider altering the INM program requirements to include a required 200 level CIS interest area selection.</p>	<p>Completed. The proposal was presented to the CIS Advisory Committee in the Spring. It was supported by the committee.</p>

9. Seek employment and internship opportunities for students in ENR program.	Completed. Employment and internship opportunities from several local employers were presented to students during ENR 101, ENR 204, and ENR 208 classes, and posted on T300 Bulletin board.
C. Use Advanced Technology to Facilitate Learning and Communication	
1. Update CIS web site to include additional information regarding the CIS and INM programs.	Deferred until the new web software is available.
2. Complete the physical space and equipment renovation in CBI208 to support the recently developed help center.	Partially complete. Equipment was not forthcoming probably due to budget constraints.
D. Community Outreach	
1. Host the first regional Lego League Tournament.	Completed. The first regional tournament was held in Falcon Hall on March 1, 2009 and was a huge success. A representative from the parent organization, FIRST, was in attendance and was very impressed with how well the event was coordinated and managed.
2. Provide leadership on the Lego League Executive Committee.	Completed and ongoing. Leah Akins serves as treasurer of Hudson Valley Lego League. D. Barbuto led the effort to include schools in Putnam County. Mark Courtney served as the Head Referee.
3. Coordinate with Admissions Office to offer the "Introductions to College and Careers Program" for area high schools.	Completed. The program was offered to John Jay High School seniors in both Fall 2008 and again in Spring 2009.
4. Co-chair the Magnetic Levitation Competition for area high schools and middle schools in November.	Completed. Event was held on 11/20/08. Four schools participated.
5. Offer "Day of Architecture" program as sponsored through Mini Grant Program.	Completed. Program successfully offered in February with 36 high schools attending from 8 area high schools. With the discontinuation of the Mini Grant Program this event could be in jeopardy.
6. Offer Architectural Design Competition as an annual event. Next competition is set for June 2009.	Completed. Competition held in June 2008 with over 45 entries. This year's competition will be held in June. With the discontinuation of the Mini Grant Program this event could be in jeopardy.

7. Use ARC Club for more service-oriented projects	Completed. Habitat for Humanity had no construction during this year.
8. Host the Annual DCC Punkin' Chunkin' Design Competition.	Completed. M. Courtney and P. Pilon organized and hosted the annual October competition, which again drew as many competitors as can be fit on the field. New targets were constructed for the contest for this and future years. Good weather and the running of the competition in conjunction with the County Fairground's Sheep and Wool Festival once again made for a very large crowd of spectators.
9. Seek out opportunities to visit with area high schools regarding Engineering Science.	Completed. Many opportunities to interact with area high schools presented themselves this year, including annual Punkin Chunkin Contest Oct '08; Lego League Competitions Jan-Feb '09; Engineering Day at SUNY New Paltz Feb '09; Engineering Club Presentation at E-Week Dinner New Windsor, NY Feb '09; College and Careers Programs Nov '08 and March '09.
10. Seek out opportunities to present information on Photovoltaics and Solar Energy at community functions and activities.	Completed. M. Courtney worked with DCC Community Services Office on several activities for photovoltaic and renewable energy: outreach activities such as Dutchess County Green Fair at Rhinebeck Fairgrounds, noncredit renewable energy course offerings, and new PV lab equipment grant. M. Courtney was also a guest speaker on solar energy for DCC ARC 211 Class.
E. Long-Range Objectives	
1. Examine where we are going with AutoCAD/ Architecture vs. REVIT.	Ongoing. Planning to transition to both programs has started including training.
2. Examine the need for a portfolio class for architecture students.	Completed. Portfolio work will be incorporated into course work rather than a distinct course.

**English and Humanities
Status Report for 2008-09**

I. College Objectives	Status
<p>A. <i>Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</i></p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovation</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in classroom and through various activities</i> 	
<p>1. Continue the Student Mentor Project piloted in the fall of 2007, meant to enhance the student-to-student communication on campus and train second-year students to become mentors and role models for freshman.</p>	<p>Completed Spring 2009.</p>
<p>2. Invite Professor Richard W. Grinnell to speak to ENG101.01 Honors about his text book <i>Science and Society</i>, which is used in the class. Invite members of the English and Humanities Department and of the MPCS Department to participate as well.</p>	<p>Completed Fall 2008.</p>
<p>3. Contribute to creation of climate of intellectual inquiry by presenting the four film adaptations of <i>The Great Gatsby</i> to the general public and to high school and college students as part of the “Big Read” Project in Dutchess County.</p>	<p>Completed Fall 2008.</p>

4. Facilitate DCC's participation in the NEA "Big Read" of Fitzgerald's <i>The Great Gatsby</i> .	Completed Fall 2008.
5. Explore ways to link ENG102 to the Spring PFA play <i>Gross Indecency: The Three Trials of Oscar Wilde</i> .	Completed Spring 2009.
6. Coordinate and facilitate the Writing Center's Roundtable Discussion Project.	Completed Spring 2009.
7. Through the Writing Center, offer a one-day workshop for faculty across the curriculum.	Completed Spring 2009.
8. Plan and conduct a Favorite Nature Reading Project.	Completed Spring 2009.
9. Create a brochure highlighting service to the community by professional staff.	In process.
B. Maximizing opportunities for access, readiness and college success <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	
1. Work toward SGA club status for the informal student parents group.	Completed Spring 2009.
II. College Projects	
A. Benchmarking with Other Colleges	
B. Implementing Banner	
1. Attend "Banner for Faculty and Advisors" training workshops.	Completed Spring 2009.
C. Periodic Review Report- Contribute to Organizational Activities and Plans related to Middle States Periodic Review Report to be completed June 2010	
III. Assessment	
A. Academic Program Assessment (program reviews or assessment of program outcomes)	
1. Completed LAH program review.	Completed Spring 2009.

B. Update of Extended Course Outlines	
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)	
2. Update of Extended Course Outlines to include appropriate Student Learning Outcomes (Faculty)	
a. ASL101	Completed Fall 2008.
b. ENG095	Completed Fall 2008.
c. ENG101	Completed Fall 2008.
d. ENG209	Completed Fall 2008.
e. ENG211	Completed Fall 2008.
f. ENG212	Completed Fall 2008.
g. ENG213	Completed Fall 2008.
h. ENG223	Completed Fall 2008.
i. ENG230	Completed Fall 2008.
j. FRE201	Completed Fall 2008.
k. GER101	Completed Fall 2008.
l. ITL199	Completed Fall 2008.
m. PHI107	Completed Fall 2008.
n. PHI201	Completed Fall 2008.
o. REA103	Completed Fall 2008.
p. SPA101	Completed Fall 2008.
q. ASL102	Completed Spring 2009.
r. ENG202	Completed Spring 2009.
s. ENG204	Completed Spring 2009.
t. ENG218	Completed Spring 2009.
u. ENG268/269	Completed Spring 2009.
v. FRE102	Completed Spring 2009.
w. GER102	Completed Spring 2009.
x. SPA102	Completed Spring 2009.
y. SPA199	Completed Spring 2009.

3. Identify two of the 10 DCC Academic Objectives to be assessed with rationale provided for their selection	
C. Course Assessment of Student Learning Outcomes (list courses)	
1. ENG092	Completed Fall 2008.
2. ENG096	Completed Fall 2008.
3. ITL101	Completed Fall 2008.
4. PHI203	Completed Fall 2008.
5. REA091/100	Completed Fall 2008.
6. SPA201	Completed Fall 2008.
7. ENG225	Completed Spring 2009.
8. ENG231	Completed Spring 2009.
9. ITL102	Completed Spring 2009.
10. SPA202	Completed Spring 2009.
D. Development of an Assessment-Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)	
1. Review results of all Spring 2008 course assessment and complete Course Assessment Reports.	Completed Fall 2008.
2. Review results of all Fall 2008 course assessments and complete Course Assessment Reports.	Completed Spring 2009.
E. Actions To Be Taken as the Result of Previous Assessment	
1. "Close the loop" on the Spring 2007 SUNY General Education Assessment of ENG102 by implementing a new ENG102 Common Final.	Completed Fall 2008.
F. Map the 10 DCC Academic Objectives for the courses required within the degree programs (list degree programs; status should indicate completion and where maps are located)	

IV. Department Objectives	
A. Computer Hardware and Technology	
1. Request dedicated Smartrooms.	Smartrooms have been requested.
B. Assessment	
1. Host an evening meeting for ENG092 faculty (including adjuncts) to review the plan to assess the final examinations of each ENG092 course section and set "norms" according to the established rubric.	Completed Fall 2008.
C. Writing Program Handbook	
1. Update handbook and explore ways to fund a second edition.	On hold waiting funding.
D. Language Programs	
1. Develop Portuguese 101-102 SLN Courses.	Offering rejected.
2. Develop Spanish 101-102 SLN Courses.	Completed Fall 2008.
E. Reading Program	
1. Design a new reading webpage.	Waiting for software change.
F. Other	
1. Continue collaborative portfolio evaluation in ENG092.	Completed Fall 2008.
2. Create a collection of student books celebrating diversity.	Completed Spring 2009.
3. Review departmental use of instructional technologies.	Completed Spring 2009.
4. Promote transfer to selective four-year schools for LAH students.	Completed Spring 2009.
5. Explore creation of an LAH SUNY transfer advisement track.	Completed Fall 2008.

7.3.06 Health, Physical Education, Athletics and Dance

**Health, Physical Education, Athletics and Dance
Status Report for 2008-09**

<i>I. College Objectives</i>	Status
<p><i>A. Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</i></p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovation</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in classroom and through various activities</i> 	
<p>1. Distribution of current research articles in ESW and WFE Courses.</p>	<p>Completed. Fall 2008, Fall 2009. T. Sweet used weekly research articles in the ESW 202 class as a requirement of the students to support the topic of discussion. The ESW 101 course had three small research papers to react to throughout the semester and the WFE lecture online has current available supporting documents throughout the course modules to read.</p>
<p>2. Continue to establish Holly Molella Scholarship for DCC.</p>	<p>Completed. Spring 2009. H. Molella organized and ran the concession stand during the Lego League Tournament in Falcon Hall</p>
<p>3. Create and support a Student Diversity Club.</p>	<p>Deferred. Fall 2009. Due to lack of student interest and conflicting schedules of the few who were interested, K. O'Connell was unable to organize and support a Student Diversity Club. In Fall 2009, they will try again to create and support a Student Diversity Club on campus.</p>

<p>B. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	
<p>1. Reinforce study skills, time management, test taking and other tools in ESW 100, Exercise Science and Wellness for college success.</p>	<p>Completed. Fall 2008. T. Sweet implemented as part of the ESW 100, Seminar Course ways to help the students manage their time, improve study skills and test taking skills. This was done through power point presentations and labs in their text book.</p>
<p>2. Reinforce student success skills in PFA 100 for college success.</p>	<p>Completed. Fall 2008. H. Molella implemented workshops to help reinforce student success skills in PFA 100.</p>
<p>3. Continue to work with Academic Services to support student academic success.</p>	<p>Ongoing. K. O'Connell has worked closely with Academic Services in Fall 2008 and Spring 2009 helping with study guides. Kathleen will continue to find new ways to help our DCC students achieve success in cooperation with Academic Services for Fall 2009 and Spring 2010.</p>
<p>II. College Projects</p>	
<p>A. Benchmarking with other Colleges</p>	
<p>B. Implementing Banner</p>	
<p>1. Use Banner with students for scheduling, emailing, grades and rosters.</p>	<p>Completed. Spring 2009. T. Sweet used Banner throughout the entire year to communicate with students, process their grades, and schedule them for the Spring 2009 classes.</p>
<p>2. Develop Online Resource Site for all faculty for WFE101, with the purpose for faculty to share and exchange ideas for activities, videos, and topics for WFE101.</p>	<p>Completed. Spring 2009. K. O'Connell developed a creative power point presentation to be used by WFE adjuncts in classroom and also a model for communication with all WFE instructors through ANGEL. She presented this at the Spring Evening Adjunct Mtg. May 5, 2009.</p>

C. Periodic Review Report- Contribute to Organizational Activities and Plans related to Middle States Periodic Review Report to be completed June 2010	
III. Assessment	
A. Academic Program Assessment (program reviews or assessment of program outcomes)	
C. Periodic Review Report- Contribute to Organizational Activities and Plans related to Middle States Periodic Review Report to be completed June 2010	
III. Assessment	
A. Academic Program Assessment (program reviews or assessment of program outcomes)	
1. Complete ESW Program Review (2008-2009).	Completed. Spring 2009. T. Sweet organized with the help of H. Molella and E. Gambino the ESW Program Review with SUNY Representatives on Wednesday, May 13, 2009.
B. Update of Extended Course Outlines	
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)	
1. DAN 101, DAN108, HED125, PED101, PED115, PED130, PED131, PED145, PED202, PED204	Completed. Spring 2009. H. Molella identified these as extended course outlines to be updated.
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes (Faculty)	
1. DAN 101	Completed Spring 2009
2. DAN 108	Completed Spring 2009
3. HED 125	Completed Spring 2009
4. PED 101	Completed Spring 2009

5. PED 115	Completed Spring 2009
6. PED 130	Completed Spring 2009
7. PED 131	Completed Spring 2009
8. PED 145	Completed Spring 2009
9. PED 202	Completed Spring 2009
10. PED 204	Completed Spring 2009
3. List the courses in which two of the 10 DCC Academic Objectives to be assessed have been identified with rationale provided for their selection	
1. DAN 101, DAN108, HED125, PED101, PED115, PED130, PED131, PED145, PED202, PED204	Completed Spring 2009, HPEAD chose critical thinking and personal development as their two primary objectives to assess for upcoming assessments.
C. Course Assessment of Student Learning Outcomes (list courses)	
1. DAN 101	Completed. Spring 2009. The following Performing Arts Program outcome was assessed: 1. Identify and illustrate relevant professional performing arts contributions in terms of achievement and social significance in the past and present.
2. DAN 108	Completed. Spring 2009. The following Performing Arts Program outcome was assessed: 1. Identify and illustrate relevant professional performing arts contributions in terms of achievement and social significance in the past and present.
3. HED125	Completed Fall 2008. The following student learning outcomes were assessed: 1. Students will identify complications related of sexually transmitted infections and chronic disease. 2. Students will recognize emotional states and the impact of multiple roles.

4. PED101	Completed Fall 2008. The following student learning outcomes were assessed: 1. Students will describe alcohol related self-defense issues. 2. Students will demonstrate self-defense techniques including blocking, striking, falling and others.
5. PED 115	Completed. Fall 2008. The following student learning outcome was assessed: 1. Students will demonstrate knowledge of the six Pilate's Philosophies.
6. PED 130	Completed Fall 2008. The following student learning outcome was assessed: 1. Student will correctly score a bowling game using appropriate symbols and accurate arithmetic.
7. PED 131	Deferred. Summer 2009.
8. PED 145	Completed Spring 2009. The following student learning outcomes were assessed: 1. Students will describe the benefits of cardio respiratory fitness. 2. Students will locate certain muscles on the body and describe their muscle action.
9. PED 202	Completed Spring 2009. The following student learning outcome was assessed: 1. Students will demonstrate safe and proper usage of the strength training equipment.
10. PED 204	Deferred to Spring 2010.
<i>D. Development of an Assessment-Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)</i>	Assessment- Based Action Plans are available on file in the Department.
1. DAN101	Deferred to Summer 2009

2. DAN108	Completed Spring 2009
3. HED125	Completed Fall 2008
4. PED101	Completed Fall 2008
5. PED115	Completed Fall 2008
6. PED130	Completed Fall 2008
7. PED131	Deferred Summer 2009
8. PED145	Completed Spring 2009
9. PED202	Completed Spring 2009
10. PED 204	Deferred Fall 2009
E. Actions to be Taken as the Result of Previous Assessments (list courses)	
1. HED201	Completed Fall 2008. Questions on exams were improved to better reflect the assessment of the specific objectives.
F. Map the 10 DCC Academic Objectives for the course required within the degree programs (list degree programs; status should indicate completion and where maps are located)	
1. ESW Program	Completed Fall 2008. T. Sweet mapped the 10 DCC Academic Objectives for the courses required within the program. Copies of the map are located in HPEAD Department and Academic Affairs.
IV. Department Objectives	
A. Participate in Community Health Events	
1. Participate in Breast Cancer Walkathon at Woodbury Commons.	Completed Fall 2008. S. Kennen participated in the Breast Cancer Walkathon at Woodbury Commons in October 2008.
B. Sponsor College Wellness Fair	
1. Will host table for the HPEAD Department at Wellness Fair.	Completed Spring 2009. T. Sweet and the ESW students organized and covered a table for the HPEAD Department at the Spring Wellness Fair on April 8, 2009.

C. Promote Campus-Wide Employee Health/Wellness	
1. Implement and promote Lifestyle Challenge Program for faculty and staff.	Completed Fall 2008, Spring 2009. D. VanBuren implemented and promoted workouts on Fridays at 12:00PM in Falcon Gym for faculty and staff during the Fall semester. K. O'Connell implemented and promoted workouts on Friday's at 12:00PM in Falcon for faculty/staff during the Spring semester.
2. Participate in Campus Breast Cancer Walk.	Completed Fall 2008. D. VanBuren assisted and participated in the Campus Breast Cancer Walk.
3. Promote, organize and participate in the Get Fit Together Program for faculty and staff.	Completed Spring 2009. T. Sweet promoted, organized and arranged for the participants the Get Fit Together Program for Faculty and Staff. It ran in the Spring 2009 semester and was a fantastic way for the students to work hands on with clients in a realistic work setting.
D. Collaborate with Local Schools to Facilitate Adolescent Student Success	
1. Working on Exercise and Academic Success Program for high school students.	Deferred Fall 2008. D. VanBuren will present to some area high schools at the end of May and June as part of her sabbatical project.
E. Strengthen Department	

1. Complete new articulation agreements with Cortland.	Deferred Spring 2010. No agreement has been reached with SUNY Cortland's Physical Education Department at this time. T. Sweet will address the agreement again in the Spring of next year.
2. Present Tap Dance Course to Curriculum Committee.	Deferred. Spring 2010.
3. Present History of Black Dance Course to Curriculum Committee.	Deferred. Spring 2010.
4. Present Dance Course for Performing Arts Majors taking community dance lessons to Curriculum Committee.	Deferred. Spring 2010.
5. Develop a Children's Dance Course.	Deferred. Spring 2010.
6. Expand Performance and Applied Dance Course Into a three credit Lab course.	Deferred. Fall 2009.
7. Develop a Walking Course.	Deferred. Fall 2009.
8. Develop Dance Studio Management Certificate Program.	Completed. Spring 2009. H. Molella completed research and found that there would not be enough student interest at this time.
9. Hold one late department meeting in Spring to accommodate adjunct faculty.	Completed. Spring 2009. H. Molella held an Adjunct Evening Meeting on May 5, 2009.

10. Promote Group Fitness Leadership Credential.	Completed. Spring 2009. D. VanBuren had brochures printed and circulated throughout the department to help promote the Group Fitness Leadership Credential. H. Molella presented to Curriculum Committee in January and approval to go ahead was granted.
11. Revamp adjunct working space in Falcon.	Completed. Fall 2008. H. Molella requested some furniture to update the adjunct working space in Falcon 115 but due to budgetary restrictions was denied.
12. Update Equipment Room for better use of facility.	Completed. Fall 2008. H. Molella requested some work to revamp the Equipment Room be done and was denied funding.
13. Plan for renovations and updates for Falcon Hall Dance Studio	Completed. Fall 2008. H. Molella requested some updates and renovations to the Dance Studio and was told it is in a future Master Plan.
14. Promote the Exercise Science Program.	Completed. Spring 2009. T. Sweet participated in the Career Day at Arlington Middle School and the Wellness Fair at Dutchess Community College with several students from the ESW Program. T. Sweet also covered the Dutchess Community College Open House on April 17, 2009 for the HPEAD Department promoting the Exercise Science Wellness Program as well as the Fitness Center, the Lifetime Wellness Course and the Dance Program.
15. Promote the American College of Sports Medicine Personal Training workshop in December and May at Dutchess Community College.	Completed Spring 2009. The American College of Sports Medicine Personal Training workshop was held April 24 thru April 26, 2009. The weekend was well attended and students who participated were extremely pleased.

7.3.07 History, Government and Economics

**History, Government and Economics
Status Report for 2008-09**

I. College Objectives	Status
<p>A. <i>Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</i></p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovation</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in the classroom and through various activities</i> 	
<p>1. Offer peer tutoring in appropriate courses.</p>	<p>Completed. S. Ahmad, HGE Staff. Peer tutoring was offered in Economics and History courses in the Fall 2008 and Spring 2009.</p>
<p>2. Offer review sessions during October 2008 by the History Zone (the new student club).</p>	<p>Incomplete. A. Rieser. The History Zone's HIS 104 review session did not occur as planned because of scheduling conflicts with other club activities. The club will try another review session again in the Fall 2009 semester.</p>
<p>3. Work in conjunction with other College offices to identify "at risk" students for the purpose of timely intervention.</p>	<p>Completed. HGE Staff. The names of "at risk:" students were submitted to the Office of Student Services and Enrollment Management in the Fall 2008 and Spring 2009.</p>

4. Enhance and expand the departmental webpage.	Completed. A. Rieser. In October, a departmental representative met with the Office of Community Relations and Graphics to update information on the new college website.
5. Continue to offer online sections of HGE Department core courses.	Completed. S. Ahmad, J. Norton, L Murphy, D. Fuerstman. Two new faculty members completed online training. Online sections of ECO201 and HIS204 were offered in the Fall 2008 and Spring 2009 semester. Online sections of GOV121 were added to the Summer 2009 and Fall 2009 schedules. A new online section of ECO202 was offered in Spring 2009.
6. Encourage students to post videos relating to economics on Angel.	Ongoing. S. Ahmad. The department continues to explore the features of this new technology.
7. Offer presentations to the community under the auspices of the College Speaker's Bureau.	Completed. A. Rieser, G. Stevens, S. Ahmad. A. Rieser spoke to the local chapter of the American Association of University Women on April 12, 2009 on the topic of "Women Activists and the Founding of DCC." G. Stevens spoke on "The New Industrial Age in New York City, 1865-1920," at the Brooklyn Historical Society on February 9, 2009. S. Ahmad contributed to a panel presentation entitled "The Boom Before the Bust: Gatsby and 1920s Economics," at FDR Museum & Library on October 22, 2008. (Professor Ahmad's comments were featured in an article by Jeremy Schwartz, "History repeating? Economists draw parallels, differences with economics of 'Gatsby' era at Big Read event," http://www.ulsterpublishing.com/index.cfm?fuseaction=article&articleID=469206)

<p>8. Offer other presentations to create a climate of intellectual inquiry of both students and staff under the auspices of the Handel Chairs and the Professional Staff Development Committee.</p>	<p>Completed. D. Fuerstman, G. Stevens, A. Rieser, W. Steger, J. Norton. Speakers for 2008-2009 included: Dr. Dan King, Sarah Lawrence College, "What's Wrong with the Electoral College System: Mathematical and Historical Perspectives," Constitution Day Lecture (co-sponsored with MPCSD Department), September 17, 2008; Angela Flesland (R-Poughkeepsie) and Joel Tyner (D-Rhinebeck), moderated town hall discussion, October 21, 2008; Haviland Smith, "A Stable and Prosperous Middle East: More than a Dream?," co-sponsored with the World Affairs Council and broadcast on C-SPAN, January 28, 2009; Eric Foner, Columbia University, "FDR and the Evolution of American Freedom in Depression and War," April 1, 2009; Doris Bergen, University of Toronto, "Anti-Semitism and the Holocaust: What Remains to be Learned," April 20, 2009. In addition, J. Norton organized an exhibit of Chinese art, entitled "Tien Ju He: A Retrospective," that showed in October 2008 at the Washington Art Gallery.</p>
<p>B. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	
<p>1. Continue to recruit qualified students for the Honors program.</p>	<p>Completed. W. Steger. Approximately 20 new qualified students were recruited for the Honors program.</p>
<p>2. Offer high school Model U.N.</p>	<p>Completed. HGE Staff. A high-school Model UN was conducted in March 2009. The simulation was entitled "Children at War: Child Soldiers in 21st Century Conflicts." It was co-sponsored by the HGE Department, Vassar College Department of Education, and Dutchess County BOCES.</p>

<p>3. Continue participation in 2009 Summer Scholars, a residential college-experience program for high school students held at the campuses of Vassar, Bard, and Marist.</p>	<p>Completed. A. Rieser. A. Rieser co-taught a two-week course for high-school students entitled "A Post-American World? America's Changing Role in the International System," held at Vassar College, June 27-July 10, 2009.</p>
<p>II. College Projects</p>	
<p>A. Benchmarking with Other Colleges</p>	
<p>1. Continue to investigate developing, in conjunction with the BHS Department, a Liberal Arts Social Science program.</p>	<p>Ongoing. HGE Staff. The Department will continue to investigate the degree to which we can have a separate Liberal Arts/Social Science program.</p>
<p>2. Continue to cooperate with Vassar College in producing Dutchess County's Model United Nations simulations.</p>	<p>Completed. D. Fuerstman. The Department offered Model United Nations simulations in the Fall 2008 and Spring 2009.</p>
<p>3. Continue to investigate final exam and academic dishonesty policies of peer institutions.</p>	<p>Ongoing. HGE Staff. The Academic Standards Committee continues to address issues relating to academic honesty.</p>
<p>B. Implementing Banner</p>	
<p>1. Develop an awareness of how to best utilize Banner from a faculty perspective.</p>	<p>Completed. HGE Staff. Faculty use Angel features for email communication and open-source sharing. Four faculty members (L. Murphy, D. Fuerstman, S.Ahmad, and J. Norton) completed the Angel online training sessions. The HGE ISSC representative has kept the department abreast of updates and developments in Banner Implementation, while the whole department has worked with adjuncts to help them learn and utilize the functions of Banner.</p>

C. Periodic Review Report- Contribute to Organizational Activities and Plans related to Middle States Review Report to be completed June 2010	
1. The department is working with the Office of Academic Affairs and providing all necessary documentation to assist the College's reaccreditation effort.	Completed HGE Staff.
III. Assessment	
A. Academic Program Reviews (program reviews or assessment of program outcomes)	
1. Participate in the 2008 LAH Program Review committee, oversee benchmarking of student learning, and author the 2008 LAH Program Review report.	Completed. A. Rieser, W. Steger, G. Stevens. Department members participated in the 2008 LAH Program Review committee, met with members of the team of outside evaluators, participated in an inter-departmental benchmarking of student writing ability, and edited the program review report.
2. Contribute to the official campus committee discussing program assessment as it relates to institutional assessment.	Completed. S. Ahmad. Through its representatives on the relevant committees, the department actively participated in the ongoing campus-wide discussion about how to integrate course, program, and institutional assessment.
B. Update of Extended Course Outlines	
1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)	
a. Review the EXO's to ensure they are current and accurate.	Completed. HGE Staff. HE Staff Departmental Six-Year Plan submitted to OAA on April 2, 2009. EXO's continued to be reviewed and updated as necessary. EXO's updated include HIS206, HIS225, HIS101, HIS102, and ECO121.

<p>2. Update Extended Course Outlines to include appropriate Student Learning Outcomes (Faculty)</p>	
<p>a. Review the EXO's to ensure that the Student Learning Outcomes are current and accurate.</p>	<p>Ongoing. HGE Staff. The department continues to systematically review EXOs to include appropriate Student Learning Outcomes.</p>
<p>3. List the courses in which two of the 10 DCC Academic Objectives to be assessed have been identified with rationale provided for their selection</p>	
<p>a. Review the EXO's to ensure that the Student Learning Outcomes are current and accurate.</p>	<p>Completed. GOV219, HIS101, GOV151, HIS102, and HIS108 were assessed in the Fall 2008 and Spring 2009. All are general education classes that satisfy more than two of the ten DCC Academic Objectives. The department continues to systematically review EXOs to include appropriate Student Learning Outcomes.</p>
<p>C. Course Level Assessment of Student Learning Outcomes (list courses)</p>	
<p>1. GOV219, HIS101, HIS107</p>	<p>Partially Completed. D. Fuerstman, T. Wilmot. GOV219 and HIS101 were assessed in the Fall 2008 semester and completed Course Assessment Reports submitted to OAA.</p>
<p>2. GOV151, HIS102, HIS108</p>	<p>Completed. HGE Staff. T. Wilmot, J. Norton. GOV151, HIS102, and HIS108 were assessed in the Spring 2009 semester and completed Course Assessment Reports will be submitted to OAA.</p>
<p>D. Develop Assessment-Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)</p>	

<p>1. Develop an Assessment-Based Action Plan, showing ways in which results obtained from the assessment will be used to improve student learning.</p>	<p>Completed. HGE Staff. In an effort to improve student learning, instructors in all of the assessed courses met with the Department Head to discuss ways to implement the recommendations for improvement listed in the "Use of Results—Action Plan" column of the Course Assessment Reports.</p>
<p>E. Actions to be Taken as the Results of Previous Assessments (list course)</p>	
<p>1. Review the department's final exam policy.</p>	<p>Completed. HGE Staff. The department final exam policy was modified in March 2009 to require final exams in all HGE courses, with a strong recommendation to use the Block Final exam format.</p>
<p>2. Review the cross-disciplinary courses.</p>	<p>Completed. A. Rieser. In consultation with the Curriculum Committee, the BHS Department, and the Office of Career Counseling and Transfer, HIS121 was deactivated; GOV121 was recategorized as an "American History" course for SUNY Gen Ed purposes.</p>
<p>F. Map the 10 DCC Academic Objectives for the courses required within the degree programs (list degree programs; status should indicate completion and where maps are located)</p>	
<p>1.</p>	<p>N/A. The mapping of the LAH Program to the objectives of the departments that manage it, and to the SLOs of hundreds of courses that satisfy its requirements, is a large undertaking that is beyond the scope of any single department.</p>
<p>IV. Department Objectives</p>	
<p>A. Strengthen Department</p>	

<p>1. Update HGE specific guidelines booklet to distribute to the department's adjuncts and new full-time faculty.</p>	<p>Completed. A. Rieser, HGE Staff. The 2008-2009 edition of the HGE Manual was updated and distributed to full-time and part-time faculty in the Spring 2009.</p>
<p>2. Continue learning abroad program.</p>	<p>Completed. J. Norton, W. Steger. Under the auspices of HIS 181/182, J. Norton brought a group of DCC students to China during the summer of 2009. Under the auspices of HIS 915, W. Steger brought a group of DCC students to Poland, Germany, and the Czech Republic during the summer of 2009.</p>
<p>3. Support activities of the Political Science Club. These activities include voter registration, candidate forums.</p>	<p>Completed. D. Fuerstman, HGE Staff. During the Fall 2009, more than one hundred completed student voter registration cards were collected by various HGE staff and the Political Science Club; the club sponsored a county-legislature candidate forum in October 2009; D. Fuerstman joined several students as a participant in the Dutchess County Citizens Action Network (DCCAN), a tri-college effort that trained several DCC students to serve as poll workers during the November 2008 elections; several faculty members participated in two NIF forums at FDR Museum & Library in October 2008. The Political Science Club staged a successful "Rock for the Cause III" benefit concert on April 18, 2009, which raised over \$850 for the Invisible Children charity.</p>
<p>4. Develop more procedures to incorporate new faculty fully into the HGE Department.</p>	<p>Completed. HGE Staff. In addition to the HGE Manual, each member of the department engages in either formal or informal mentoring of new faculty to ensure incorporation into the department. A college-sponsored mentor/mentee luncheon has helped facilitate this process.</p>

<p>5. Offer significant speakers as part of the Professional Staff Development program, the College's Lyceum program and Handel Chair activities.</p>	<p>Completed. A. Rieser, HGE Staff. In addition to the speakers mentioned in I.A.8., the department sponsored and organized a campus-wide event entitled "Fifty Years in Word and Image: Stories from the DCC Archives," held November 13, 2008, showcasing a recent book and film on DCC's storied history. On January 15, 2009, W. Steger showed, and moderated a discussion about, the film "The Counterfeiters," as part of a campus-wide presentation of his sabbatical activities.</p>
<p>6. Support activities of the History Zone. These activities include field trips and peer study sessions.</p>	<p>Partially Completed. A. Rieser. Although the peer study session was cancelled, the History Zone raffled off a gift basket at the 2008 DCC Craft Fair, raising \$150 for the DCC College Archives; conducted another Archives fundraiser on April 24, 2009, an evening of music and readings entitled "Night at the Archives, which raised another \$500"; and initiated a History Movie Series in Fall 2009 with a showing of "Hotel Rwanda."</p>
<p><i>B. Enhance Faculty Morale and Intellectual Development</i></p>	
<p>1. Participate in campus-wide activities, including fundraising for the college archives.</p>	<p>Completed. HGE Staff. In addition to the November 13, 2008 event "Fifty years in Word and Image," (see IV.A.5), the History Zone raised approx. \$650 for the DCC Archives with two fundraisers in the Fall 2008 and Spring 2009. Two department members, A. Rieser and L. Murphy, are part of a music group that performed twice on campus, a Women's Activities Committee event on March 12, 2009, and a fundraiser for the DCC Archives on April 24, 2009. Both concerts were free and open to the community.</p>

<p>2. Include adjuncts in all activities such department meetings and all the Algonquin Forum.</p>	<p>Completed. S. Ahmad, W. Steger. A late day department meeting to accommodate adjuncts was held on March 9, 2009. All adjunct faculty were invited to participate in the Algonquin Forum at FDR Museum & Library on March 7, 2009, at which author Kavitha Rajagopalan presented her book <u>Muslims of Metropolis</u>.</p>
<p>3. Offer dinners for department members and invited guest speakers during the academic year.</p>	<p>Completed. HGE Staff. Dinners were held in conjunction with the aforementioned HGE-sponsored lectures by Dan King, Eric Foner, Haviland Smith, and Doris Bergen.</p>
<p>4. Add activities such as film viewing and discussion.</p>	<p>Ongoing. A. Rieser, W. Steger. In January 2009, W. Steger showed, and moderated a discussion about, the film "The Counterfeiters," as part of a campus-wide presentation of his sabbatical activities; the History Zone initiated a History Movie Series with a showing of "Hotel Rwanda" in Fall 2008.</p>
<p>5. Offer activities for the faculty and professional staff under the auspices of the Professional Staff Development Committee.</p>	<p>Completed. HGE Staff. See IV.A.5.</p>
<p>C. Continuing Activities</p>	
<p>1. Continue active department participation in the Professional Staff Organization (PSO), the Dutchess United Educators (DUE), college committees and councils, and community service activities.</p>	<p>Completed. HGE Staff. Department members have actively participated in the Professional Staff Organization (PSO), the Dutchess United Educators (DUE), college committees and councils, and community service activities as part of their ongoing commitment to the college and the community.</p>

<p>2. Encourage department members to participate in the affairs and annual meetings of their respective professional organizations.</p>	<p>Completed. D. Fuerstman, L. Murphy, A. Rieser. W. Steger attended the annual meeting of the National Collegiate Honors Council in Fall 2008. A. Rieser attended the annual meeting of the American Historical Association in January 2009; S. Ahmad attended the Eastern Economics Association conference in New York City in February 2009; D. Fuerstman attended the annual meeting of the American Political Science Association in Boston, Mass. In August 2008; D. Fuerstman attended a three-day symposium on Teaching Introduction to American Government in Austin, Texas in February 2009; A. Rieser attended a governance session at the Faculty Conference of the Community Colleges in Cooperstown, NY, in March 2009.</p>
<p>3. Continue offering high school Model United Nations simulations co-sponsored by the HGE Department, BOCES, and Vassar College's Department of Education.</p>	<p>Completed. HGE Staff. See I.B.2.</p>
<p>4. Continue participation in the World Affairs Council of the Mid-Hudson Valley.</p>	<p>Completed. A. Rieser, S. Ahmad. The WAC held a variety of important community programs during 2008-2009, including the Haviland Smith lecture at DCC in January 2009, co-sponsored by the WAC and the HGE Department. S. Ahmad and A. Rieser serve the WAC's board.</p>
<p>5. Continue to support community organizations such as the United Way, the Dutchess County Historical Society, the Dutchess County Interfaith Council, and the Gillespie Foundation.</p>	<p>Ongoing. HGE Staff. W. Steger is member of the board of Gillespie Forum; A. Ahmad is a member of the board of Dutchess County Interfaith Council; A. Rieser sits on the City of Hudson Historic Preservation Commission.</p>

<p>6. Continue the annual department awards ceremony because it recognizes student achievement and enhances student success.</p>	<p>Completed. G. Stevens, W. Steger, HGE Staff. The department recognized the service and academic accomplishments of seven students and the award winning National Model United Nations Hudson River Group at its annual Sheridan Awards ceremony held on April 30, 2009.</p>
<p>7. Participate in the Dutchess County Citizens Action Network in order to promote civic participation among students.</p>	<p>Ongoing. D. Fuerstman. The department continues to support the efforts of this organization to expand civic awareness and participation among the DCC student body.</p>

7.3.08 Mathematics, Physical and Computer Sciences

**Mathematics, Physical and Computer Sciences
Status Report for 2008-09**

I. College Objectives	Status
<p>A. <i>Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</i></p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovation</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in the classroom and through various activities</i> 	
<p>1. Discussions within disciplines (math & science disciplines).</p>	<p>Ongoing, with 3-4 math issues meetings per semester.</p>
<p>2. Course Redesign Initiative.</p>	<p>Partially completed. Pilot Mat100 and Pilot091 sections have been offered since Fall, 2008 and will continue to be offered for the next academic year. Comparisons between Pilot and traditional courses are ongoing, and discussions of course improvements are ongoing.</p>
<p>3. Dr. Dan King, speaker on Constitution Day 2008, "What's Wrong with the Electoral College System?"</p>	<p>Completed in September 2008.</p>
<p>B. <i>Maximizing opportunities for access, readiness and college success</i></p> <ul style="list-style-type: none"> ➤ <i>Recent high school graduate</i> ➤ <i>Re-entering adult learners</i> ➤ <i>Out of school learners</i> 	

II. College Projects	
A. Benchmarking with Other Colleges	
1. Participate in regional and national mathematics conferences (NYSMATYC, AMATYC).	Ongoing – Faculty members attended AMATYC (B. Cavalieri and presented at NYSMATYC (C. DeiTreste, S Taylor, M. Roland, T. Kopilak). Faculty attend CCSAB meeting at SUNY New Paltz (T. Zito, D. Staats, S. Conrad, M. McConnaughay).
2. Participate in AMATYC committees: Developmental Education, Placement and Assessment, Technical Mathematics.	Ongoing. Barbara Cavalieri participated in the AMATYC Statistics Committee.
3. Serve on the Undergraduate Education Committee for the American Association of Physics Teachers.	Ongoing.
4. Participate in national geology conference (GSA).	Completed fall 2008. S. Conrad chaired a session.
5. National Foundation Pipeline Scholarship.	Completed fall 2008.
B. Implementing Banner	
1. Utilizing class lists.	Ongoing.
2. ISSC Representative.	Ongoing liaison among Banner working groups, ISSC and department members.
3. Advisement.	Faculty attended Banner training for advisors (T. Zito, T. Kopilak, W. Ostertag)
C. Periodic Review Report- Contribute to Organizational Activities and Plans related to Middle States Review Report to be completed June 2010	
III. Assessment	
A. Academic Program Reviews (program reviews or assessment of program outcomes)	
B. Update of Extended Course Outlines	
1. Identify Extended Course Outlines to be updated (Dept Head/OAA)	
a. MAT125, MAT185, MAT217	Completed.
b. CHE122, CHE231, PHS102	Completed.

<p>2. Update Extended Course Outlines to include appropriate Student Learning Outcomes (Faculty)</p>	
<p>a. MAT125, MAT185, MAT217</p>	<p>MAT185 EXO was updated in December 2008. MAT217 EXO completed by the end of June 2009. MAT125 EXO to be completed by the end of the Spring 2009 semester.</p>
<p>b. CHE122, CHE231, PHS102</p>	<p>CHE122 EXO completed by R. MacNamee. CHE231 EXO update in progress by J. Cavalieri. PHS102 EXO completed by S. Conrad.</p>
<p>3. List the courses in which two of the 10 DCC Academic Objectives to be assessed have been identified with rationale provided for their selection</p>	
<p>C. Course Assessment of Student Learning Outcomes (list courses)</p>	
<p>a. MAT222, MAT091, CPS231</p>	<p>MAT222 Assessment report completed and submitted, March 2009. MAT091 deferred to Fall 2009.</p>
<p>b. CHE111, CHE232, GLG126, PHY151/152</p>	<p>PHY151 completed December 2008; PHY152 completed May 2009 by R. Lathrop. CHE111 completed May 2009.</p>
<p>D. Development of an Assessment-Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)</p>	<p>Completed. (W. Ostertag, J. Halsey, S. DeGuzman, B. Cavalieri, D. Staats) On file in Department.</p>
<p>E. Actions to be Taken as the Result of Previous Assessments (list course or program)</p>	

<p>1. Use of the MPCS laptop cart: the laptop carts will improve student learning by providing the opportunity for time on task in class using various computer software packages. The laptops provide access to technology in a supportive learning environment that has been created for the students. Currently this cart is being used in MAT091 Course Redesign Sections, MAT109, and MAT118, and could be expanded to include other courses over time.</p>	<p>Ongoing.</p>
<p>2. MAT221 subcommittee will conduct a text book search. Based on assessment faculty will consider a text book that better supports numerical differentiation.</p>	<p>Completed.</p>
<p>3. MAT100 Course Redesign: MAT100 course redesign began with Fall 2008 semester. Assessment will continue in order to compare the results of the Pilot sections to the traditional sections.</p>	<p>Students that passed the Pilot Mat100 sections are being “tracked” in their future math courses to compare their success to the students from the traditional Mat100. The Pilot course will be offered through the next academic year.</p>
<p>4. AST132: Additional homework will be given to provide more practice in algebraic manipulations.</p>	<p>Completed.</p>
<p>5. CHE121: The ability to solve limiting Reagent problems requires that the student be able to balance chemical equations, calculate moles of many of the materials and have a clear understanding of the process in the reaction. Although the score is about what was expected, additional reinforcement of the concepts will be made by assigning homework problems on this topic</p>	<p>Completed.</p>
<p>F. Map the 10 DCC Academic Objectives for the courses required within the degree programs (list degree programs; status should indicate completion and where maps are located)</p>	

IV. Department Objectives	
A. Develop new course offerings	
B. Administer Grants	
1. Continue expansion of Math Lab services under Perkins Grant.	Completed.
C. Outreach to Community	
1. Math and Science Fair.	Completed.
2. Conduct NYSMATYC Math League Competition.	Completed
3. Maintain MPCS Math Puzzler of the Month.	Ongoing.
4. Chemistry of Chocolate (a Hispanic Awareness Program).	Completed.
5. Administer on-campus "Mag-Lev competition for high school students.	Completed.
D. Long-Range Objectives	
1. Broaden the pool of qualified adjunct instructors in math and science.	Hired four new adjuncts in science and four new adjuncts in mathematics.
2. Update PHY152, PHY251 Lab Manual.	Completed.
3. Update AST131 Lab Manual.	To be completed in Fall 2009.

7.3.09 Nursing

**Nursing
Status Report for 2008-09**

I. College Objectives	Status
<p>A. <i>Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</i></p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovation</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in classroom and through various activities</i> 	
<p>1. Develop framework to authenticate the acute care setting in the Nursing Sim Lab.</p>	<p>Completed. To better prepare students for the role of the RN the simulation lab was modified to more accurately represent the acute care setting.</p>
<p>2. Develop publication for LPN to RN program</p>	<p>Completed.</p>
<p>3. Develop publication about nursing program including information that explains length of time necessary to complete requirements.</p>	<p>Completed. T. Doherty created a document for this purpose. It can be viewed in Appendix E.</p>
<p>4. Coordinate a teaching day for all nursing students focusing on patient transfer and lift devices.</p>	<p>Completed. T. Doherty hosted a day-long workshop on 3 transfer and lift devices by a representative from EZ Lift Inc for all nursing students.</p>
<p>5. Explore possibility of Hospice clinical experience/or speaker.</p>	<p>Completed. K. Blonder and K. Desmond arranged for a speaker to address end of life care for NUR 213 students. This was done for in the fall and the spring semesters.</p>

<p>B. Maximizing opportunities for access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	
<p>1. Revise end-of-program and graduate surveys to explore learning strategies that may be effective for new students.</p>	<p>Completed. Question added to survey. Results collected and collated by N. Moskowitz. It was proposed this information should be presented to NUR 105 students to aid retention and aid in their academic success.</p>
<p>II. College Projects</p>	
<p>A. Benchmarking with Other Colleges</p>	
<p>B. Implementing Banner</p>	
<p>C. Periodic Review Report- Contribute to Organizational Activities and Plans related to Middle States Review Report to be completed June 2010</p>	<p>Completed. The Nursing computer lab has 30 PCs and a mounted projector to facilitate learning. An electronic entry swipe access was installed.</p>
<p>III. Assessment</p>	
<p>A. Academic Program Review (list program & list who is responsible)</p>	
<p>1. Implement the five-year calendar for assessment activities.</p>	<p>Completed. Assessment activities were conducted throughout the year.</p>
<p>B. Update of Extended Course Outlines</p>	
<p>1. Identify Extended Course Outlines to be updated (Dept. Head/OAA)</p>	
<p>a. NUR100</p>	<p>Completed. B. Kabbash updated the NUR100 outline.</p>
<p>2. Update Extended Course Outlines to include appropriate Student Learning Outcomes (Faculty)</p>	

a. Develop student learning outcome that addresses the pass rates of the medication calculation exams for NUR105, NUR112, NUR213, and NUR216.	Completed. Learning Outcomes developed that demonstrate increasing levels of competence as students advance through nursing science courses.
b. Complete the assessment of students' ability to calculate small volume infusions (begun in Spring 2008) NUR112.	Partially completed. Data collected in fall and spring semesters will be tabulated and ready for next academic year.
C. Course Assessment of Student Learning Outcomes (list courses)	
D. Development of an Assessment –Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)	
E. Actions to be Taken as the Result of Previous Assessments (list course)	
IV. Department Objectives	
A. Recruitment and retention of students	
1. Continue study exploring predictors of success for entering nursing students.	Partially completed. Review indicates biology grades and reading scores are predictive of success in nursing programs. Eventual goal is to have criteria to matriculate into nursing curriculum.
2. Place catalog of available videos and DVDs into Nursing Community to assist students with access to learning materials.	Completed. I. Grutzner responsible for placing catalog into Nursing Community to assist with student learning resources.
3. Analyze results from HESI exit exams from past 3 years to determine trends for future student practice concerns.	Partially completed. Preliminary analysis resulted in focusing on medication and intravenous therapy as areas for student development.
4. Reorganize first year content to increase student success in the second semester acute care experience.	Completed. Reevaluated the reorganization of the content in first year nursing courses and will continue into next academic year.

5. Transfer all documents and publications from the BlackBoard Nursing Community to the Angel Nursing Community for student access.	Completed. I. Grutzner transferred all pertinent documents into the ANGEL system.
6. Review and update all nursing documents to reflect the new URL for the Angel Nursing Community.	Completed. . Grutzner updated all documents to reflect the new URL for ANGEL system.
7. Review and update the Nursing Program Handbook.	Completed. Revised fall 2008, distributed hard copy to students and placed electronic copy on Nursing Community page in ANGEL.
B. Maintain Excellence in Nursing	
1. Revise NUR112 course objectives	Deferred until the next academic year as revisions for the NUR 105 were occurring and faculty felt it was more appropriate to wait until that project was completed.
2. Enhance course objectives regarding the aging process, end-of-life care, and hospice care.	Completed. First year faculty augmented objectives on the aging process, end-of-life care, palliative care and hospice care and topics added to NUR 105 in the fall 2008 semester.
3. Incorporate Nations Safety Goals into all nursing courses.	Completed. National Safety Goals addressed where pertinent in courses. Posters addressing the goals were purchased and displayed in student centered areas such as the skills and computer labs.
4. Implement and evaluate the scheduling of NUR215 as a fall and spring offering for day program students.	Completed. T. Doherty and J. Fitzpatrick developed a schedule to permit all day students to register for NUR 215 in either spring or fall semester. A memo was distributed to all NUR 112 students during the spring semester to announce the change.
5. Investigate the development of a pressure ulcer medication administration scenario for NUR105..	Completed. N. Moskowitz & I. Grutzner developed an interactive module of Pressure Ulcer Staging by the ANA; four stations with pressure ulcer models; students deciding on appropriate treatments for each stage; and a discussion and clarification.

6. Investigate the development of a bar coding administration scenario for NUR105 and bar coding.	Completed. I. Grutzner and N. Moskowitz developed an outline for computerized self-learning modules on how to administer medications using a bar coding system. This will be initiated in the fall 2009 semester for incoming NUR 105 students.
7. Develop an assessment component for NUR112 End-Term-Competencies.	Deferred until next academic year.
8. Develop an assessment component for NUR213 End-Term-Competencies.	Deferred until next academic year.
9. Develop a NUR213 simulation scenario integrating the SBAR for reporting change in patient condition.	Completed. J. Fitzpatrick developed a Nursing 213 Simulation Scenario using SBAR format for receiving report and notifying physician of change in patient status and successfully used for 2 groups of NUR 213 students.
10. Develop a NUR213 simulation scenario utilizing the multi-channel intravenous infusion pumps.	Completed. T. Doherty developed a moderate fidelity simulated lab experience requiring nursing interventions with titrations of three intravenous medications.
11. Develop publications to streamline and assist preceptor performance in NUR218.	Deferred. Will address next academic year.
12. Review posted medication-math resources and remove apothecary references and exercises.	Completed. I. Grutzner updated and posted revisions to the medication calculation exercises on the Nursing Community page on ANGEL.
13. Organize and supervise Nursing Club's participation in Assemblyman Joel Miller's annual Health Fair.	Completed. With the assistance of the club advisor, I. Grutzner, members of the Nursing Club took blood pressures and conducted health teaching with 147 individuals during the fall semester.
14. Conduct a simulated competency examination workshop for clinical adjunct faculty.	Completed. Workshop offered during annual full-time/part-time faculty meeting in January 2009. A brief competency examination proved beneficial and demonstrated a need for a more permanent resource on how to conduct these evaluations. To be addressed in next academic year.

C. Expansion/Enhancement of Clinical Experiences	
1. Develop, administer, and analyze a tracking tool for clinically based psychomotor skills of NUR112 evening students.	Partially completed. Tool developed. Students were asked to monitor and record skills but data obtained was less than complete. Will consider a better method to collect data.
2. Develop, administer, and analyze a tracking tool for clinically based psychomotor skills of NUR213 evening students.	No longer valid. See above. The same cohort of students would have been asked to complete a similar tool for a different course.
3. Evaluate the new clinical, Elant and Dutchess Rehabilitation Center used for NUR105.	Completed. B. Kabbash (Elant) and N. Moskowitz (Dutchess Rehab) indicated both facilities meet the needs of NUR 105.
4. Incorporate SIM man scenarios for clinical use in NUR213 and 216.	Partially completed. Scenarios developed but not implemented in all sections of courses.
5. Increase use of active learning activities in the classroom.	Partially completed. Case studies used to a greater degree in the classroom setting but requires development of assessment tool to determine effectiveness. Will address in next academic year.
6. Explore new clinical sites to expand the preceptor program.	Partially completed. One agency was visited as a potential site but requires additional consideration.
D. Long-Range Objectives	
1. Explore the development of computerized testing in all nursing courses.	Partially completed. Used a computerized format for final exam testing in NUR 204 during the fall and spring semester. Will continue to address.

7.3.10 Performing, Visual Arts and Communications

**Performing, Visual Arts and Communications
Status Report for 2008-09**

I. College Objectives	Status
<p>A. <i>Revisiting our Roots: Enhancing Community by Developing and Augmenting the Strengths of Our Diverse Areas of Practice and Service</i></p> <ul style="list-style-type: none"> ➤ <i>Nurturing academic excellence</i> ➤ <i>Supporting innovation</i> ➤ <i>Reaching new and changing populations</i> ➤ <i>Celebrating unity in diversity</i> ➤ <i>Creating a climate of intellectual inquiry, both in classroom and through various activities</i> 	
<p>1. Schedule field trips for students in all PVAC programs, including trips to the MET/MOMA and other museums for Art students, Chung Yung Monastery for Speech Intercultural Communication class, Poughkeepsie Journal for graphic design and photography students, Broadway plays for theatre students, music concerts for music students.</p>	<p>Completed by PVAC faculty Fall 2008 & Spring 2009.</p>
<p>2. Place students in internship positions at local businesses.</p>	<p>Pending by S. Poulakis.</p>
<p>3. Hold Art Gallery talks by exhibiting artists.</p>	<p>Completed by L. Palumbo Fall 2008 & Spring 2009.</p>
<p>4. Explore the possibility of offering more online courses.</p>	<p>Completed by M. Craig, C. Brellochs, and E. Usatch Spring 2009.</p>

<p>B. Maximizing opportunities of access, readiness and college success</p> <ul style="list-style-type: none"> ➤ Recent high school graduates ➤ Re-entering adult learners ➤ Out of school learners 	
<p>1. Plan high school recruitment strategies utilizing PVAC students.</p>	<p>Completed by PVAC faculty Spring 2009.</p>
<p>2. Offer short-term and weekend classes to recruit out of school learners.</p>	<p>Completed by J. Cosentino Fall 2008 & Spring 2009.</p>
<p>3. Collaborate with DCC's Office of Continuing Education to reach adult learners.</p>	<p>Completed by music faculty Spring 2009.</p>
<p>II. College Projects</p>	
<p>A. Benchmarking with Other Colleges</p>	
<p>1. Communicate with other community colleges about assessment methods of art classes.</p>	<p>Completed by Art faculty Spring 2009.</p>
<p>2. Participate in national art, theater and communications organizations by attending conferences and workshops.</p>	<p>Completed by PVAC faculty Spring 2009.</p>
<p>3. Collaborate with SUNY New Paltz to present theatre workshops for both DCC students and New Paltz students.</p>	<p>Completed by J. Cosentino & S. Press Fall 2008 & Spring 2009.</p>
<p>B. Implementing Banner</p>	
<p>1. Attend training sessions on use of Banner in classroom and as advisement tool.</p>	<p>Completed by Art faculty Fall 2008.</p>
<p>C. Periodic Review Report- Contribute to Organizational Activities and Plans related to Middle States Review Report to Be completed June 2010</p>	
<p>1. Creating a new Six-Year Assessment Plan documenting program learning outcome assessment and course assessment on a six-year cycle.</p>	<p>Completed by J. Cosentino, C. Brellochs, D. Dorrity, S. Poulakis Fall 2008.</p>

2. Creating a curriculum map for each program connecting courses, program learning outcomes, and DCC Academic Objectives.	Completed by J. Cosentino, C. Brellochs, D. Dorrrity, and S. Poulakis Fall 2008.
3. Identifying two main DCC Academic Objectives for each course with justification in the three-year EXO updating cycle.	Completed by J. Cosentino, C. Brellochs, D. Dorrrity, and S. Poulakis Fall 2008.
III. Assessment	
A. Academic Program Review (list program & who is responsible)	
1. CAR Program Review.	Completed by S. Poulakis Spring 2009.
B. Update of Extended Course Outlines	
1. Identify Extended Outlines to be updated (Dept. Head/OAA)	
a. ART100, 140, 142, 147, 225	Completed PVAC Faculty Fall 2008.
b. COM100, 220, 233, 234, 240, 250	Completed PVAC Faculty Fall 2008.
c. MUS101, 104, 113, 115, 131, 132, 135, 136, 137, 141, 142, 143, 144, 151, 152, 201, 202, 210, 211, 212, 221, 222, 231, 232, 236, 241, 242, 243, 244, 251, 252, 261, 262	Completed PVAC Faculty Fall 2008.
d. SPE100, 111, 115, 210, 211, 212	Completed PVAC Faculty Fall 2008.
e. PFA100	Completed PVAC Faculty Fall 2008.
f. THE105, 161, 201	Completed PVAC Faculty Fall 2008.
g. ART101, 153, 209, 254, 255, 257	Completed PVAC Faculty Spring 2009.
h. COM101, 103, 110, 120, 211, 243	Completed PVAC Faculty Spring 2009.
2. Update Extended Course Outlines to include appropriate Student Learning Outcomes (Faculty)	

a. All 127 EXOs completed as of this time.	Completed by PVAC Faculty Spring 2008.
3. List the courses in which two of the 10 DCC Academic Objectives to be assessed have been indentified with rationale provided for their selection	
a. ART100, 101, 140, 142, 147, 153, 209, 225, 254, 255, 257	Completed by PVAC faculty Fall 2008 & Spring 2009.
b. COM100, 101, 103, 110, 120, 211, 220, 233, 234, 240, 243, 250	Completed by PVAC faculty Fall 2008 & Spring 2009.
c. MUS101, 104, 113, 115, 131, 132, 135, 136, 137, 141, 142, 143, 144, 151, 152, 201, 202, 210, 211, 212, 221, 222, 231, 232, 236, 241, 242, 243, 244, 251, 252, 261, 262	Completed by PVAC faculty Fall 2008 & Spring 2009.
d. SPE100, 111, 115, 210, 211, 212	Completed by PVAC faculty Fall 2008 & Spring 2009.
e. PFA100	Completed by PVAC faculty Fall 2008 & Spring 2009.
f. THE105, 201.	Completed by PVAC faculty Fall 2008 & Spring 2009.
C. Course Assessment of Student Learning Outcomes (list courses)	
1. ART 101,102,103,140,151,161	Completed by Art faculty Spring 2009.
2. COM 220, 250, 262, 263	Completed by COM faculty Spring 2009.
3. SPE 210, 219	Completed by SPE faculty Spring 2009.
4. MUS101,135, 201, 202	Completed by PFA faculty Spring 2009.
5. THE105,106	Completed by PFA faculty Spring 2009.

<p>D. Development of an Assessment-Based Action Plan (includes information indicating how the results obtained from the assessment will be used to improve student learning)</p>	
<p>1. Performing Arts Program Student Learning Outcome #1: Identify and illustrate relevant professional performing arts contributions in terms of achievement and social significance in the past & present – MUS101/135/201/202/212, THE105/106 (DAN101/108 in HPEAD).</p>	<p>Completed by PFA faculty Spring 2009.</p>
<p>2. Art Studies and Commercial Art Program Student Learning Outcome # 2 and #4 respectively: Analyze their own and other’s art work in terms of description, comparison, and evaluation of design elements, principles, methods, goals, content, meaning, relevance, and perspective—ART 101/102/103/140/151/161</p>	<p>Completed by Art faculty Spring 2009.</p>
<p>3. Communications and Media Arts Program Student Learning Outcome #1: Produce a body of work suitable for transferability to a four-year institution And/or professional opportunities in their chosen field of communication and media arts- COM220, COM 220/250/262/263</p>	<p>Completed by COM faculty Spring 2009.</p>
<p>4. Speech: SPE 210/219</p>	<p>Completed by Speech faculty Spring 2009.</p>
<p>E. Actions to be Taken as Results of Previous Assessments (list courses)</p>	

<p>1. ART101- Faculty teaching the course has recommended a tutor for struggling ART102 students, since a tutor has proven successful for struggling students in ART101. They have also reviewed the new edition of the current textbook to ensure it remains appropriate for this 100-level course.</p>	<p>Completed by Art faculty Fall 2008.</p>
<p>2. ART102- No change.</p>	<p>Completed by Art faculty Fall 2008.</p>
<p>3. ART153- Faculty added a lecture and written test on f-stops and exposure ratios and still life shooting assignments to the course. They also increased the amount of required student use of the Hasselblad camera system as well as color slide film, which clearly show the use of lighting, color and exposure. Finally, class lectures will not place more emphasis on correctly reading various light meters.</p>	<p>Completed by Art faculty Fall 2008.</p>
<p>4. ART161- Faculty now ask students to keep flash cards of animators' names and the films/techniques they associated with, as well as reserve class time for students to drill with these cards. Faculty have also added a bit more class time on explaining the principles of movement and moved this lecture to earlier in the semester.</p>	<p>Completed by Art faculty Fall 2008.</p>
<p>5. COM100- When giving the assignment for student learning outcome #2, faculty now stresses the importance of proper preparation and not relying too heavily on visual aids when giving an oral presentation. They also show a video of a student doing this assignment successfully as an example for students.</p>	<p>Completed by COM faculty Spring 2008.</p>

<p>6. COM211- Faculty now see the students outside of class to prepare them better with this course's technology. Faculty have also requested that computers used in the course are updated with more RAM memory.</p>	<p>Completed by COM faculty Spring 2008.</p>
<p>7. COM233- The faculty present more examples of unusual sounds before giving assignments. More class time is allotted for students to discuss certain portions of the book and ask questions.</p>	<p>Completed by COM faculty Spring 2008.</p>
<p>8. SPE115- The instructor now offers examples in class of how previous students applied course concepts and textbook terminology to create their listening plan. The wording of the interview assignment was revised, and the instructor encourages students to go beyond repeating back the responses made by the interviewee, and probing their interviewers for more specific information. When class time allows, the instructor now gives a practice test in advance of the audio listening test.</p>	<p>Completed by SPE faculty Spring 2008.</p>
<p>9. MUS101- The faculty will stress more in class the differences between group unison and singing and polyphony.</p>	<p>Completed by Music faculty Fall 2008.</p>

<p>10. PFA100- Instructors more strongly stress the importance of students attending every class session, and schedule more guest instructors' form all three program areas. Instructors refer to the printed program page during more class sessions. They remind students during several class sessions the importance of identifying and compiling data for two possible transfer options rather than one, in case the student is not accepted to his/her first choice college. Finally, the career goals and opportunity hand-out sheet was updated.</p>	<p>Completed by PFA faculty Fall 2008.</p>
<p>11. THE106- The Performing Arts Program requirements have been revised to include English Drama classes as elective recommendations for Performing Arts majors interested in theatre. The Head of the PVAC Department has spoken with the Head of the English Department about perhaps again offering a class in playwriting. PFA faculty have advised students interested in theatre to take the Design and Stagecraft class as one of their Performance Classes in the program.</p>	<p>Completed by THE faculty Fall 2008.</p>
<p>12. THE120- Though it is clearly stated in the course syllabus, faculty stress in class the importance of students attending class and coming on time for success.</p>	<p>Completed by THE faculty Fall 2008.</p>
<p>F. Map the 10 DCC Academic Objectives for the courses required within the degree program (list degree programs; status should indicate completion and where maps are located)</p>	
<p>1. Art Studies and Commercial Art</p>	<p>Completed and forwarded to Academic Affairs Fall 2008.</p>

2. Communication and Media Arts	Completed and forwarded to Academic Affairs Fall 2008.
3. Music Certificate Program	Completed and forwarded to Academic Affairs Fall 2008.
4. Performing Arts Program	Completed and forwarded to Academic Affairs Fall 2008.
IV. Department Objectives	
A. Curriculum Development	
1. Approval of Visual Arts Transfer Program from SUNY.	Completed by J. Cosentino Spring 2009.
2. Implement Art Studies Program.	Completed by ART faculty Fall 2008.
3. Implement two new courses ART104, MUS104.	Completed by ART and MUS faculty Fall 2008.
4. Update graphic design courses after CAR program review completion.	Pending by S. Poulakis.
5. Revise COM Program post program review.	Completed by D. Dorrity Spring 2009.
B. Take Leadership Role in Offering Programs and Courses for Other Colleges to Benchmark	
1. Share information on program reviews and course Assessments with other colleges.	Completed by PVAC faculty Spring 2009.
2. Share information on achievements of PVAC faculty with other colleges.	Completed by PVAC faculty Spring 2009.
3. Share THE 120/Performing for the Classroom extended course outline and success with other colleges.	Completed by J. Cosentino Spring 2009.
4. Share Art and COM student work via the college's web site and professional journals with other colleges.	Completed by Art and COM faculty Spring 2009.
V. Long-Range Objectives	
A. Facilities	
1. Request Black Box Theatre for classes and performances.	Completed request by J. Cosentino Fall 2008.
2. Request state-of-the-art theatre with fly space, wing space, dressing rooms, rehearsal space, scene shop, and storage area.	Completed request by J. Cosentino Fall 2008.

3. Request soundproofing for COM classrooms and MUS classrooms.	Completed request by J. Cosentino Fall 2008.
4. Request space for a metals lab.	Completed request by J. Cosentino Fall 2008.
5. Request additional instruction, storage, critique, and display space for all programs.	Completed request by J. Cosentino Fall 2008.
6. Seek space for interdepartmental art exhibits.	Completed request by J. Cosentino Fall 2008.
B. Faculty	
1. Request new Tenure Track positions for all programs.	Completed request by J. Cosentino Fall 2008.
C. Technology	
1. Request Full-time technicians for all programs.	Completed request by J. Cosentino Fall 2008.
2. Request software updates for computers.	Completed request by S. Poulakis Fall 2008.
D. Community Outreach	
1. Visit local high schools and elementary schools with music and theatre productions and art lectures.	Completed by PVAC faculty Fall 2008 & Spring 2009.
2. Do theatre and music performances at Barnes & Noble bookstore and senior centers.	Completed by PVAC faculty Fall 2008 & Spring 2009.
3. Bring PVAC faculty representation to the Dutchess County Arts Council.	Completed PVAC faculty Spring 2009.
4. Explore additional methods of publicizing our music, theatre, video productions and art gallery shows.	Completed PVAC faculty Spring 2009.
E. Benchmark	
1. Communicate with other two and four-year institutions regarding their facilities, technical support, and curriculum in ART and COM	ART-Pending, COM-Completed Spring 2009.

8.0 Definitions

AAHE

American Association of Higher Education.

Academic year

September 1 through August 31.

ACBSP

Association of Collegiate Business Schools and Programs. This organization evaluates and accredits business programs at two-year and four-year institutions. DCC is a charter member of ACBSP.

ACT

Applied Computer Technologies Company is the supplier of the maintenance and energy management computer software currently used by the Physical Plant Operations and Maintenance Department at DCC.

Administrative Staff Council (ASC)

A standing council of the Professional Staff Organization comprised of all non-teaching professional staff.

Adopt A School

A high school outreach program that invites area high schools to work with DCC on joint projects such as ASSET testing of juniors, on-site college courses, a Career Dialogue series, acceptance letters to all seniors, and tracking the progress of students from each high school while they attend DCC.

AEYC

Association of Educators of Young Children. This is the accrediting agency for DCC's Lab Nursery School.

Alpha Beta Gamma

Business Honor Society for two-year colleges. DCC has a chapter.

AMP

Alliance for Minority Participation. AMP is a scholarship, academic support, and internship program for minority students majoring in science, mathematics, engineering, and technology. It is funded by the National Science Foundation.

ASSET

ASSET is an academic placement test marketed by ACT. The computerized version is called Compass.

BANNER

SCT Banner is a set of integrated database systems that have the ability to interface with each other for the purpose of sharing information and making transactions, allowing the college to perform its administrative functions in a highly efficient and creative manner.

BAS

Building Automation System Controls.

BEAM

Business Educators Association of the Mid-Hudson Valley. This is a regional high school teachers professional association.

BOCES

Board Of Cooperative Educational Services. This is a central agency which provides services to all school districts within the service area, usually one county.

CASAC

Credentialed Alcohol and Substance Abuse Counseling Program.

CCBOA

Community College Business Officers Association.

CHEP

CD ROM training.

COMPASS

COMPASS is the computerized adaptive version of the ASSET placement test (see definition above). COMPASS also supplies diagnostic information.

College Projects

College Projects are major activities that cross functional (division) lines and span several years.

Course summaries

Current course summaries are maintained by the Associate Dean of Academic Affairs for Curriculum and Instruction. They include a description of the course as well as a list of readings and references.

CQI

Continuous Quality Improvement is the name used to designate the Quality movement at DCC. CQI is a variation of Total Quality Management (TQM).

CSS

College Study Skills courses.

CSTEP

The Collegiate Science and Technology Entry Program (CSTEP) is a grant program funded by the State Education Department to provide support to underrepresented minority and economically disadvantaged students entering careers in science.

CTEA

Career and Technical Education Program.

Daedalus

Daedalus Integrated Writing Environment (DIWE) is a software package that supports writing activities in a networked computer lab. Students use Daedalus to review and comment on each other's papers, and to "talk" via the computer.

DAVA

Dutchess Association of Volunteer Administrators. This is an organization of administrators from all volunteer agencies in the county.

Day Reporting

A Dutchess County program for youthful offenders.

Departmental Affairs Council (DAC)

A standing council of DCC comprised of all ten academic department heads, the Dean of Academic Affairs, and the three Associate Deans of Academic Affairs.

Division

The administrative unit under each of the deans is called a division. The four divisions are:

1. Academic Affairs
2. Student Services and Enrollment Management
3. Administration and Finance
4. Community Services and Special Programs

D.U.E. - Dutchess United Educators

The collective bargaining unit for faculty and professional staff.

Early Admission

A program for high school students who are admitted to the College before they have graduated from high school.

EDZ

Economic Development Zone. This government-sponsored program sets up zones in low income areas where companies get tax allowances to set up or to expand business.

ELM

Educational Loan Management. Online software for student Stafford Loan processing.

EMS

Emergency Medical Services program offered through Community Services.

EMT

Emergency Medical Technician program offered through Community Services. EMT is a subgroup of EMS.

EOP

Equal Opportunity Program is a program for economically and educationally disadvantaged students. The program is funded by the state through SUNY's Office of Special Programs.

Exploring Transfer

A collaborative program with Vassar College in which academically outstanding community college students are selected to attend two courses at Vassar over the summer, free of charge.

FAM

Facilities Asset Management System.

FERPA

Family Education Rights Privacy Act. Also called the Buckley Amendment.

FIPSE

Fund for the Improvement of Post Secondary Education. This is a federal grant program aimed at preventing student abuse of alcohol and drugs.

FNSL

Federal Nursing Student Loan.

GED

General Education Development usually refers to GED exams. Successful completion of these tests leads to the receipt of the NY State High School Equivalency Diploma, often called a GED diploma.

GIS

Geographic Information Systems are computer programs that link multiple databases and allow analysis based on the correlations. Inquiries can then be made on the integrated database in an interactive environment. DCC is investigating the instruction of GIS topics for those students interested in entry level positions in this growing field.

Instructional Staff Council (ISC)

Standing Council of the Professional Staff Organization comprised of one member from each of the ten academic departments. Each member serves a two-year term.

ISDN

Integrated Services Digital Network refers to the transmission of a type of compressed video/audio signal over a medium-speed digital circuit.

ITFS

Instructional Television Fixed System. An FCC term to describe the type of microwave system licensed by the College.

Jumpstart

A summer 1997 program designed to teach the skills needed by academically at-risk students interested in qualifying to matriculate under the Ability-to-Benefit guidelines. In summer 1998, this program was replaced by SmartStart.

KRONOS

A computerized system to record and report time and attendance.

LAN

Local Area Network refers to a combination of computer hardware and software which allows multiple personal computers to share computer resources.

LASO

Latin American Student Organization is a student club at DCC.

LD

Learning Disabled.

Mag-Lev

Magnetic Levitation is a new technology designed to levitate a train through the force of two magnets repelling each other. This technology was developed at Brookings Institute.

Mediagraphy

A compilation of written, recorded or film materials related to a specific course. Used in HGE department at DCC.

MHRLN

Mid-Hudson Regional Learning Network.

MiCRUS

A local manufacturer of computer chips.

Mini-Grants

The Mini-Grant program is funded by an annual grant from the DCC Foundation, based on availability of funds. The Mini-Grants are awarded by a representative awards committee and are administered by the Office of Academic Affairs.

The Mini-Grant program was created to encourage innovative activities or projects that will have a significant impact on students and college life. In selecting the grant recipients, priority is given to those projects that address the College Projects for that year. In this way, the Mini-Grants are integral part of the Planning Process.

NAACLS

National Accrediting Agency for Clinical Laboratory Science. This is the accrediting agency for the Medical Lab Technology program.

NBA

Neighborhood Based Alliance. This is an organization of various civic groups working together to better Poughkeepsie, especially the north side.

NDSL

National Direct Student Loan.

Next Step

A reeducation program sponsored by Bell Atlantic which prepares company employees for jobs in the next century in the Telecommunications field. Next Step students attend classes at DCC on company time.

NMR

Nuclear Magnetic Resonance

Objectives, College

College Objectives are the basis of planning for a given year. There are always two College Objectives which are identified by the Stakeholders at their annual meeting in March. The College Objectives are deliberately kept simple for maximum recognition and understanding. The College Objectives are used throughout the Planning Cycle, but are especially important in selecting the projects that will be funded through Mini-Grants.

Objectives, Department

Department Objectives are a natural outgrowth of the Division Objectives. Once the Division Objectives are completed (August), the academic departments complete their Department Objectives (September/October). These objectives

will be implemented throughout the academic year, and the results will be evaluated at the annual department retreat in May.

Objectives, Division

Division Objectives are completed by each dean for his/her administrative area. The deans use the College Objectives and College Projects as a starting point, thus ensuring continuity in the various levels of the Planning Process. The Division Objectives are implemented throughout the academic year and evaluated in August, at the same time that the Division Objectives are being set for the upcoming year.

OCS

Office of Community Services (OCS) and Special Programs refers to the entire area under the dean of the same name.

Operational Planning

Planning for the normal day-to-day activities. Operational planning provides the details needed to conduct business on a routine basis. This type of planning usually is for a maximum of one year into the future.

OSHA

Occupational Safety and Health Act of 1970. This law provides that an employer: (1) must furnish each employee a workplace free from recognized hazards which may cause physical harm, and (2) must comply with Occupational Safety and Health Standards promulgated under the Act.

PACE

The Public Assistance Comprehensive Employment (PACE) and Training Program is funded by Dutchess Community College and the Dutchess County Department of Social Services. The PACE program enables public assistance recipients to access postsecondary training which will lead to employment and economic self-sufficiency. PACE provides academic advisement, personal counseling, tutoring, career counseling, job placement, and other supportive services.

Pattern for Progress

A public policy, research, and planning organization for the Mid-Hudson Valley region.

Phi Theta Kappa

The International Honor Society for two-year colleges. DCC has a chapter.

Planning

Planning is a rational process to determine where you are, where you want to go, and how you are going to get there. Planning should stimulate thought, guide action, and provide continuity into the future.

Planning Review Committee

The PSO/President's ad hoc Planning Review Committee is composed of PSO member volunteers who were selected by the President in consultation with the PSO chair. The committee was formed in 1992 and was charged with designing a new planning process. The Planning Process documented here is the result of that committee's work.

PSD

Professional Staff Development at Dutchess Community College.

PSI

Physical Space Inventory.

PSO

The Professional Staff Organization (PSO) is the academic governance body of Dutchess Community College. All full-time faculty and administrators are members. The PSO is active in the Planning Process in several ways:

1. A PSO/President's ad hoc Planning Review Committee developed the current DCC Planning Process.
2. PSO has representation in the Stakeholders group.
3. The Planning Document for the upcoming year is reviewed by the PSO, usually in its November meeting.

PSO Planning Committee

The PSO Planning Committee was created in January 1995 with a goal of decentralizing the planning process. The committee was active until April of 1993 when, upon its own recommendation, it was disbanded by the PSO.

Punkin' Chunkin'

A competition for regional high schools and colleges in which student teams build devices designed to hurl a pumpkin as far as possible.

SCAP

Summer College Adaptor Program.

School-To-Work

This is a comprehensive school improvement process that will incorporate the standards and competencies that are needed for all youth, K thru 24, to enter postsecondary education and/or workforce.

SED

State Education Department. This agency approves all academic programs offered at DCC.

Sematech

A consortium of chip manufacturers in the US who are attempting to increase the number of trained workers for the Semiconductor industry.

SENYLRC

South Eastern New York Library Resources Council. This state-funded regional council coordinates services in an 8-county area for academic, public, and special libraries.

Sloan Project

This is a grant from the Sloan Foundation (with some matching funds from SUNY) to develop courses to offer over the network using Distance Learning technology. The course development is to be a collaborative effort among five area colleges (DCC, Orange Community College, Ulster Community College, New Paltz, and Empire State).

Smart Start

5-week intensive summer program for disadvantaged students.

Spectrum

Windows-based Winnebago system for on-line catalog and circulation system in the Library.

Stakeholder

The Stakeholders are a group of individuals who hold responsible positions on campus. In March, they meet with the President to establish annual objectives for the College. Once these are accepted, they become the College Objectives for the upcoming academic year. The Stakeholders group includes:

- Dean of Academic Affairs
- Associate Dean of Academic Affairs
- Dean of Administration
- Dean of Student Personnel Services
- Dean of Community Services and Special Programs
- PSO Chairperson
- PSO Vice Chairperson
- PSO Secretary
- 3 PSO Members-at-Large
- ASC (Administrative Staff Council) Chairperson
- ISC (Instructional Staff Council) Chairperson
- D.U.E.(Dutchess United Educators) President

Strategic Planning

Planning that takes into consideration factors in the environment. Strategic Planning guides the organization to take maximum advantage of these environmental factors in the future, usually over the next two to five years.

SLN

SUNY Learning Network. A computer network among SUNY colleges which allows the teaching of asynchronous courses across the state. SLN received funding from the Sloan Foundation.

SYEP

Summer Youth Employment Program.

TCI fiber network

Fiber optic transport system owned by TCI Cablevision and installed in their service area in the Mid-Hudson Region.

TECH PREP

TECH PREP is an initiative to provide a seamless curriculum for students in technical programs for the final two years of high school and two years of postsecondary education.

VATEA

Vocational and Applied Technology Education Act is a federal grant program.

VESID

Vocational and Educational Services for Individuals with Disabilities. This is an office within the New York State Department of Education which gives financial aid to qualified DCC students.

Winnebago

Integrated on-line catalog and circulation system for the Library.

YRDC

Youth Resources Development Corporation. This non-profit organization hires high-risk youth and gives them educational and job-training skills. The program is federal and state funded, offering both summer and year-round activities.

Appendices

Planning at Dutchess Community College includes the annual Planning Document as well as other supportive plans:

- Marketing Plan
- Minority Recruitment Plan
- Technology Plan
- Facilities Master Plan
- Non-traditional Student Recruitment and Retention Plan

These plans are published as separate documents and made available to the college community. To get a complete picture of DCC's planning effort, all of these plans must be considered.

Marketing Plan

Historically a Marketing Plan was prepared by the Dean of Student Services on an annual basis, usually in early fall. The plan outlined strategies and activities designed to achieve the marketing goals for the next year. The marketing activities since 1996 have basically been guided by the Enrollment Stabilization Committee which meets weekly to plan and review marketing strategies, among other activities.

Minority Recruitment Plan

The Minority Recruitment Plan is also the work of the Student Services division. The Minority Recruitment Plan is a statement of the college's commitment to increase the enrollment and retention of minority students. The plan addresses the special needs of this population and documents activities to meet those needs.

Technology Plan

The Technology Plan provides a guide for the use of technology to support our academic programs in the future. The plan demonstrates the college's commitment to providing our students with access to the latest technology. First developed in 1994, this plan is updated as needed to respond to the rapid changes in the area of technology.

Facilities Master Plan

The State University of New York requires that an up-to-date facilities master plan be in place before a community college can access state funds to support construction and rehabilitation projects. Therefore, in December 2001 the board of trustees engaged an architectural firm to prepare a new facilities master plan for the College. DCC is currently moving forward to implement the plan, as was done with the last very successful master plan implementation.

Non-traditional Student Recruitment and Retention Plan

The Non-traditional Student Recruitment and Retention Plan is a cooperative effort of the Admissions Office and the Office of Counseling and Career Services. The plan addresses two basic goals: 1) to increase and enhance recruitment efforts directed at non-traditional aged students; 2) to increase retention of non-traditional aged students.

Reader Comment Form

The Office of Institutional Research, Planning & Assessment wants to evaluate the usefulness of its publications, and therefore we ask that you take a few minutes to give us your impressions of the Strategic Planning Document. Your comments will be used to help modify future publications in order to meet your needs. Please answer the questions below and return the survey via campus mail to the Office of Institutional Research, Planning & Assessment. All responses are confidential.

1. To what extent was the information presented in the Planning Document useful to you?

Not Useful		Somewhat Useful		Very Useful
1	2	3	4	5

2. Please briefly describe the purposes for which you use/will use the information in the Planning Document.

3. How would you rate the clarity of the following items within the Planning Document?

Clear	Not Clear		Somewhat Clear	Very
Planning Process	1	2	3	4
5				
Division Objectives	1	2	3	4
5				
Academic Dept. Obj.	1	2	3	4
5				
Overall Presentation	1	2	3	4
5				

4. How can the Strategic Planning Document be improved?

Please return to the Office of Institutional Research, Planning & Assessment.
Thank you.