Suffolk County Community College
Self-Study Design Plan

May 2025

Presented to the
Middle States Commission on
Higher Education

Table of Contents

I. INSTITUTIONAL OVERVIEW

OVERVIEW AND BRIEF HISTORY

Suffolk County Community College is the largest community college in the State University of New York (SUNY) system, enrolling more than 20,000 students as of October 2024. It offers more than 90 degree and certificate programs in business; communications and the arts; computing; health, community, and human services; liberal arts and sciences; and technical, scientific and engineering studies. The College operates three main campuses in Brentwood, Riverhead, and Selden, as well as a satellite location downtown in Riverhead. By May 2023, the College had more than 140,000 graduates.

As the College celebrates its 65th year, Suffolk's faculty, staff, and administrators are dedicated to fostering an environment that helps students attain their educational goals, while embracing the philosophy of life-long learning. The College is dedicated to continually reviewing and updating the curriculum and to investing in facilities that offer instructional experiences and equipment that will best serve the needs of our students.

On December 18, 1959, Suffolk County Community College of the State University of New York was founded under the administration of a nine-member board of trustees, five appointed by the then County Board of Supervisors and four by the Governor of the State of New York. On October 3, 1960, the College officially opened, occupying temporary facilities at Sachem Junior-Senior High School in Ronkonkoma, New York, as well as part-time facilities at Riverhead High School in Riverhead. Initial enrollment included 171 full-time students and 335 part-time students.

As the College began to grow, the Board of Supervisors of Suffolk County provided a 130-acre site in Selden for a permanent campus. Six buildings on the site were renovated and converted, equipment necessary for the operation of the College was obtained, and in August 1961 the College occupied what was later to be known as the Ammerman Campus, named in honor of the College's founding president, Dr. Albert M. Ammerman. Two other permanent campuses were opened – the Michael J. Grant Campus in Brentwood in 1974 (formerly called the Western Campus) and the Eastern Campus in Riverhead in 1977.

In 2005, in an effort to revitalize traditional downtown areas and provide additional access to educational opportunities for County residents, the College embarked on opening two downtown satellite educational centers. The Sayville downtown center was opened to address nurse education and the allied health professions and, in January 2008, the Culinary Arts and Hospitality Center of the Eastern Campus, opened in downtown Riverhead to offer two-year A.A.S. degrees in Culinary Arts, and Baking and Pastry Arts.

FACILITIES

Recent changes to Suffolk's facilities include the addition of a Health and Wellness Facility at the Eastern campus, as well as a new state-of-the-art Renewable Energy/STEM Center at the Michael J. Grant Campus in Brentwood. Funded by New York State and Suffolk County, the building

showcases renewable energy and offers training in renewable energy systems, while accommodating over 1,600 students in various STEM disciplines. Both buildings are designed to meet high standards in energy efficiency and sustainability, with the net-zero Renewable Energy STEM Center having been designed to align with LEED Platinum level specifications (although the building does not hold a LEED certification).

The College's Kreiling Hall reopened in the fall 2021 semester following a substantial renovation. The newly renovated building houses multiple student services, including Veteran Services, International Students, IT, Public Safety, Central Records, Health Services, the Career Center, and Mental Health and Wellness. It also provides conference rooms and meeting spaces for college community which are frequently used by Ammerman Campus Governance, faculty and administration, and student clubs and organizations.

In July 2023, following a period of underutilization and declining enrollments during and immediately after the COVID-19 pandemic, the College transitioned out of the Sayville Downtown Center. The Nursing program primarily housed at the Sayville Center was relocated to the Ammerman Campus in nearby Selden, NY.

Site preparation is beginning in the spring 2025 semester for the construction of the new Automotive Technology training center at the Michael J. Grant Campus to increase capacity within the College's automotive programs and address increasing demand for trained automotive professionals. The new Automotive Technology Center will be a hub for advanced automotive and transportation training for the Long Island and greater New York region. This Center will provide educational experiences to prepare and train new and incumbent workers for careers in this area of high need. The Center will be a national model for automotive and alternative fuels training featuring public/private partnership with the goal of providing a highly skilled workforce for the local transportation sector. The location on the Grant Campus will allow for a centralized regional presence and create opportunities for the College to leverage and collaborate with existing and future workforce and STEM resources on the Campus.

LEADERSHIP

Following the last reaffirmation of accreditation in 2018, the College experienced a period of disruption and change in presidential leadership. In January 2019, then-College President Dr. Shaun McKay began a period of leave that extended for several months, during which time the College's Board of Trustees (BOT) appointed then-Executive Vice President/General Counsel Mr. Louis Petrizzo as administrator in charge. On May 24, 2019, the College's Board of Trustees ("BOT") accepted Dr. McKay's resignation as College President and announced plans to seek professional search services to launch a national presidential search effort. Mr. Petrizzo continued to provide leadership to the President's Cabinet and College community and served in the role of Interim President for the duration of the presidential search. An executive search firm began working with the BOT and the College's Presidential Search Committee in fall 2019.

By March 2020, presidential finalists were invited for a campus visit, but based on college community feedback and response, and following a detailed discussion of the candidates, the College's Board of Trustees determined and announced it would extend the search. This coincided

with the onset of the COVID-19 pandemic and its resulting changes to the manner in which the College continued instruction and operations while devoting significant efforts to support a safe working and learning environment. To continue the effective leadership of the College during this unprecedented time, the Board voted to reappoint Mr. Petrizzo as Interim President. The SUNY Board of Trustees approved this reappointment at its meeting on May 6, 2020. During this time of transition, Mr. Petrizzo led the College's COVID-19 response and pivot to online instructional modalities and remote work. By November 2020, presidential candidates were invited virtually to campus visits, after which the College's Board of Trustees proceeded through the appropriate SUNY processes to appoint a new College President.

At its April 26, 2021, meeting the SUNY Board of Trustees voted to appoint Dr. Edward T. Bonahue as the seventh president of SUNY Suffolk. Dr. Bonahue began his tenure as College President on June 28, 2021. Under President Bonahue's leadership, the College resumed its comprehensive strategic planning effort, culminating in a 2022–2027 Strategic Plan inclusive of foundational values of honesty, civility, and shared governance; ethical stewardship of the College's financial, physical, and human resources; and transparent communication, assessment, innovation, and continuous improvement, among other values endorsed by the College community.

MISSION, VISION, VALUES, AND INSTITUTIONAL GOALS

Upon his arrival, Dr. Bonahue re-engaged the college community in the Strategic Planning process that had been stalled by a combination of factors, not least of which included the global COVID-19 Pandemic and the transition in institutional leadership. Through extensive internal discussions with students, faculty, staff, and administrators, as well as meetings with elected officials K-12 partners, workforce partners, and community partners, the theme of the Strategic Plan emerged: *Honoring Our Past, Forging Our Future*. SCCC's 2022-2027 Strategic Plan was developed to launch the College into a new chapter of academic excellence, data-based decision making, and community-based partnerships that serve all of the communities in our region. The plan is a vital part of the college, not only surviving but thriving considering the challenges faced by community colleges across the country.

The 2022-2027 Strategic Plan included the introduction of new Mission and Vision Statements, and identified six institutional goals, aligned with the Mission and Vision, that inform the College's Operational Planning and assessment, and that focus the College's efforts on goal attainment and continual improvement.

Mission
SUNY Suffolk is a student-centered college community serving Suffolk County and beyond by providing open access to exceptional educational opportunities.

Vision
SUNY Suffolk will be the education partner of choice for all Suffolk County students, families, communities, and businesses.

Values
As a united college community, we endorse the following values as a foundation for our shared mission and goals.

- Academic freedom, academic excellence, and student success
- Open access to educational opportunity and lifelong learning
- Student engagement and the priority of each student's experience
- Collaboration with the community that meets the needs of students and our region
- Honesty, civility, and shared governance
- Equity, diversity, inclusion, and social justice
- Responsible civic engagement and global citizenship
- Ethical stewardship of our financial, physical, and human resources
- Transparent communication, assessment, innovation, and continuous improvement

Institutional Goals

1. *Open Access* – To ensure the college is ready to meet the needs of all students, regardless of background or previous education
2. *Student Learning* – To offer the highest quality academic programs that support student attainment of their educational and professional goals.
3. *Student Engagement and Success* – To provide a full range of support services promoting student engagement, development, and success.
4. *Equity and Social Justice* – To create a welcoming culture in which every community member understands that they belong, and to eliminate disparities in student access and achievement
5. *Effectiveness and Sustainability* – To add value to all students' education through innovative and conscientious improvement of institutional operations and services.
6. *Community Partnerships* – To advance the equitable development of our region's economy, workforce, and communities.

Alignment of Institutional Goals and Middle States Standards
The alignment of our six institutional goals and Middle States standards is presented in the table below.

Strategic Institutional Goals	Standards
Open Access	I, II, IV, VI, VII
Student Learning	I, II, III, V, VII
Student Engagement and Success	I, II, III, IV, V, VI, VII
Equity and Social Justice	I, II, III, IV, V, VII
Effectiveness and Sustainability	VI, VII
Community Partnerships	I, II

RECENT SIGNIFICANT ACCOMPLISHMENTS

Curricular Enhancements

SUNY General Education Framework Implementation – In November of 2021, the State University of New York Board of Trustees (SUNY BOT) approved a resolution establishing the SUNY General Education Framework (SUNY GE) to replace the previous SUNY General Education Requirement (SUNY GER). The revised SUNY GE introduced a new Diversity: Equity, Inclusion, and Social Justice Knowledge Area—required for all degree programs—and combined the SUNY GER Western Civilization requirement and the SUNY GER Other World Civilizations requirement into the SUNY GE World History and Global Awareness Knowledge Area, in addition to revising the names and learning outcomes of a number of existing areas. SUNY BOT Resolution 2021-48 established an implementation deadline of fall 2023 for new students entering A.A. and A.S. programs and fall 2024 for new students entering A.A.S. programs. The College immediately set about the process of reviewing and reaffirming courses that had previously been approved in existing areas, as well as identifying existing courses and developing new courses to meet the new DEISJ Knowledge Area and the heavily revised World History and Global Awareness Knowledge Area. Members of Academic Affairs, Human Resources, and the faculty also collaborated on a series of professional development workshops for faculty members seeking to develop DEISJ courses. The College not only met the fall 2023 implementation deadline for all A.A. and A.S. programs, but also successfully revised nearly all of the A.A.S. programs a year ahead of the fall 2024 deadline.

Cybersecurity and Information Assurance A.A.S. – Based on significant regional labor shortage and strong student demand the College expanded its Cybersecurity and Information Assurance AA.S. program to the Grant Campus in the fall of 2023, having outgrown capacity on the Ammerman Campus. Expansion of SCCC's cybersecurity training capacity directly aligns with the LI Regional Economic Development Council's Five-Year Strategic Plan, the Suffolk County Workforce Development Board Priority Occupations Report, and the SUNY Strategic Plan. The program is housed in the Grant Campus's new Renewable Energy/STEM Center and funded for five years by grants from a SUNY Incremental Fund Award of $347,965; Perkins $142,231; and a U.S. Department of Labor Community Projects Fund Award of $1,435,329.

Surgical Technology A.A.S. – In the spring of 2024, the College began admitting students to the Surgical Technology A.A.S. program on the Grant Campus with the aim of meeting the growing demand for Surgical Technologists in hospitals and health care facilities on Long Island. The New York State Department of Labor projects a 17.6% growth in demand for surgical technologists in the Long Island region through 2028. With the support of $125,000 from SUNY High Needs Localities Fund award in FY 2023, the College adapted the former Continuing Education program into an AAS program that would align with the national certification requirements licensure as a Surgical Technologist. The AAS program prepares students to sit for the Surgical Technologist Certification exam, administered by the National Board of Surgical Technology and Surgical Assisting.

Healthcare Studies A.S. – In response to the growing need for healthcare professionals in a wide variety of healthcare related fields, the College introduced a new Healthcare Studies A.S. pathway to introduce students to the breadth of careers available in healthcare. The program, which in its first year enrolled over 900 students, provides a broad foundation in healthcare topics and natural sciences, rounded out with additional general education coursework in the liberal arts and sciences. The program is currently available on the Ammerman and Grant campuses but expects to begin admitting students on the Eastern Campus as early as fall 2025.

Student Support

Advancing Success in Associate Pathways (***ASAP***)– In 2024, SUNY Suffolk implemented SUNY's Advancing Success in Associate Pathways (ASAP) program. The program, modeled on the City University of New York's (CUNY) ASAP program, has proven effective in increasing student completion rates and narrowing opportunity gaps. The program provides wrap around services to cover expenses that can be financial barriers to full-time study. Early metrics from the college's spring 2024 ASAP cohort revealed promising indicators of success, including a remarkable retention rate of 91% for the fall 2024 semester. The cohort boasts an average GPA of 3.11 and earned an average of 13.67 credits during the spring 2024 semester.

CARE Team – In fall 2024 the Offices of Disability Services developed a CARE Team (Coordination, Assessment, Response, and Education) comprised of a dedicated group of staff and faculty who are mobilized through referrals to help ensure a supportive, safe environment for students at the College. Upon receiving referrals, the team conducts thorough and objective assessments to understand each situation. Based on these assessments, they deploy appropriate interventions tailored to support students as they overcome challenges and achieve their academic and personal goals. They also provide educational resources and training to the college community to promote awareness and understanding of the issues students may face. As of spring 2025 the team has seen over 100 cases.

STEM Support – During the past decade, the College has increased its emphasis on the Science, Technology, Engineering & Mathematics (STEM) fields. Today, Suffolk is recognized nationally for its National Science Foundation-sponsored S-STEM program and New York State-sponsored STEM, CSTEP and STEP programs. These programs provide academic support services, advising/tutoring, and real-world experiences for an increasing and diverse population of STEM scholars. In 2022, the College was awarded nearly $1.5 million in grant funding by The Improved Support for Undergraduates in Community College Engaged in STEM studies (I-SUCCESS) to support low-income, academically talented STEM students with scholarships and mentoring support. In addition, students have received prestigious and competitive research internships at multiple federal lab facilities located across the country.

Workforce Development – The College has built an extensive track record of successfully training workers for the highly technical demands of Long Island-based industries. The institution is experienced in creating pathways from high school to college to industry, establishing shorter-term certificate programs, and developing training and articulation agreements related to worker and student retention and advancement. At the core of its successful workforce programs are the close linkages formed with business, industry, governmental agencies, and community organizations to enhance learning and employment opportunities for its students, and to ensure the

continued vitality of the local economy. An example of a recent partnership is the Johnson Controls Community College Partnership grant for Skilled Trades and HVAC Technician Training in 2021. The funding was utilized to support the purchase and development of classroom materials, learning technologies and student scholarships in the HVAC program.

In 2023, the United States Navy's Submarine Industrial Base awarded Suffolk's Advanced Manufacturing and Workforce Development program $2 million over five years to recruit and train the next generation of welders and Computer Numerical Control (CNC) Machine operators in support of the mission of Columbia Class and two Virginia Class submarines. The scholarships will cover the tuition of 100 students per year for a total of 250 CNC operators. This supports employers in the defense manufacturing pipeline fill a growing need for skilled workers.

Scholarship Opportunities – Suffolk awards more than $550,000 in scholarships annually. One of its major scholarship programs is the Stay on Long Island Initiative (SoLII), launched in 2010. Fifteen institutions of higher education on Long Island have agreed to become partnering institutions in this effort. Through this program, 354 scholars have been awarded $17 million in scholarship funds, enabling them to graduate from Suffolk, transfer to a partnering Long Island institution, and stay in the region to complete their education. In addition, in the fall 2024 semester, President Bonahue introduced the *Education Without Limits* campaign. The campaign provides additional scholarship and fellowship opportunities, expands access to hardship funds, and allows the College to collaborate on developing academic program enhancements.

Assessment Repository and Data Dashboards – Academic Affairs, in response to the suggestions and recommendations that emerged from the 2018 Self-Study Site visit for Standard I and Standard V, has developed a repository for all Academic Assessments and Program Reviews. All Department Chairs, Assistant Chairs, Associate Chairs and Campus Executive Deans have access to the repository. Additionally, Academic Affairs created an online annual assessment form as a strategy to increase compliance and added a wrap-up session to the Program Review process in which college stakeholders participate in discussions regarding the external reviewers' recommendations. Campus Executive Deans and the Vice President for Academic Affairs are invited to the wrap-up meetings so that the decision-makers of the college are included in the discussions. Finally, the Office of Institutional Planning and Effectiveness launched the Historical Student Enrollment Dashboard to facilitate access to data on enrollment trends and is in the process of developing additional dashboards to allow broader access to institutional data and facilitate data-driven decision making at every level of college operations.

Online Student Support – During the period of remote operations and reduced on-campus density caused by the COVID-19 Pandemic, many student services, including tutoring services, student advisement, student onboarding, and student programming pivoted to online. The College had been working toward developing such services in response to recommendations from the 2018 Middle States Site Visit for Standard III and Standard VI; the Pandemic rendered the introduction of these services a more immediate priority. While the College has seen an increase in student demand for in-person engagement, online services for students continue to be available and remain an important aspect of ensuring equitable access for all of our students.

Equity and Inclusion

Equity and Inclusion Council – As part of Suffolk County Community College's commitment to equity and social justice, during the fall 2023 semester, a college-wide Equity and Inclusion Council (EIC) was created. The 30-member EIC is representative of various academic departments and administrative units throughout the college and the council's scope of work includes promoting an equitable and inclusive climate, supporting the objectives of the strategic plan, and facilitating strategic and collaborative community partnerships to meet the needs of students and the region in ways that foster educational opportunities and student success.

JEDI Institute – In support of SCCC's dedication to creating a more Just, Equitable, Diverse, and Inclusive (JEDI) environment for all, the College launched the JEDI Institute, a collaboration between the Faculty Association and the College Administration aimed at infusing the College's commitment to diversity into all areas of operations. Following a pilot during the summer of 2021, the Institute officially launched in the summer of 2022 with 34 participants from various areas of the college. The Summer Institute focuses on exploring topics related to DEISJ and culminates with members developing a plan that can be implemented during the fall semester to make the college more just, equitable, diverse, and inclusive. The launch of the Institute was supported by a $35,000 grant from the American Federation of Teachers. As of the spring 2025 semester, 123 members of the SCCC community representing 65 disciplines and departments have completed the JEDI Institute. In addition to the summer Institute, the JEDI Planning Board also hosts Professional Development events throughout the academic year and maintains a website with resources for faculty members, staff, and administrators committed to the JEDI mission.

KEY ENVIRONMENTAL FACTORS

COVID-19 – On Wednesday, March 11, 2020, then New York State Governor Andrew M. Cuomo instructed all SUNY and CUNY institutions to immediately develop plans to transition to remote instruction in response to the global outbreak of COVID-19. Following the Governor's directive, the College announced that in-person operations would continue through the end of that week, Friday, March 13, and that the College would shift to remote instruction and reduced density/remote work for non-instructional areas of college operations. Spring recess, scheduled for March 16-March 22 was extended to March 29th to facilitate the transition. The COVID-19 pandemic affected every aspect of life at the College and its impacts are still being felt in a variety of ways including the college-readiness of newly admitted students, the addition of new course delivery modalities, the introduction of RSI requirements, shifts in enrollment, and changes to the workings of the governance bodies.

Changes to SUNY GE Framework – In fall 2024, the State University of New York approved amendments to the SUNY General Education Framework Core Competencies. Core Competencies, as defined by SUNY, are sets of learning outcomes which "are not necessarily associated with any one course" but which must be "included in each undergraduate degree curriculum." The competencies "complement one another" and "intersect with and support the knowledge and skills areas." The amendments—outlined in a Memorandum to Presidents distributed in January 2025 with a fall 2026 implementation deadline—revised the Information Literacy competency to include language that addresses emerging technologies and artificial

intelligence and introduced a new competency for Civil Discourse. Academic Affairs and the Curriculum Committees are collaborating to meet the fall 2026 implementation deadline.

Artificial Intelligence – The emergence and rapid development of Artificial Intelligence (AI) in recent years, and particularly of Large Language Models and Generative AI, presents a number of challenges. The College must simultaneously safeguard academic integrity and ensure students develop critical thinking skills necessary to their academic and professional success while also acknowledging the potential of Artificial Intelligence and its utility as a tool—one tool among many, but a tool that students will almost certainly need to engage with thoughtfully and ethically. Additionally, the College must consider the ethical implications of its own use of Artificial Intelligence. In spring 2025, the College hosted a Professional Development Day on "The Future of Higher Education" focusing on strategies to increase student engagement, sharing best practices in utilizing AI and enhancing AI generated material in courses.

Brightspace – In 2022, SUNY implemented Brightspace, a learning management system that is now used by all institutions in the SUNY system. The implementation of the Brightspace LMS provided the college an opportunity to use the embedded tools to address the early alert and student progress portions of the 2018 suggestion for Standard IV. The College also now requires that all courses, regardless of modality, make use of the Brightspace environment.

One College Model– Suffolk County Community College has three main campuses, each with its own unique culture. In addition to the main Ammerman Campus in Selden, there are two campuses located east and west of the main campus. The Michael J. Grant campus is located in Brentwood, NY and the Eastern Campus is located in Riverhead, NY. Prior to 2012, the College campuses operated as three individual campuses, but the Grant and Eastern campus were reclassified as additional locations (per MSCHE guidelines) to become one college.

Over the past ten years, the College has emphasized, with varying degrees of success, a "One College Model." Changing dynamics at the College are particularly evident in the five years since the COVID-19 pandemic, which have seen increases in student willingness to travel between campuses to take classes, in adjunct faculty willingness to travel between campuses for assignments, in collaboration between campus governance bodies, and in collaboration between some departments and areas. As the College community continues to work toward the full realization of a One College Mindset, it must balance the preservation of individual campus cultures with the need to insure consistency in the student experience, particularly in situations where differences in policies, procedures, or the availability of courses and programs may result in impediments to student success or inequities for stakeholders.

STUDENT POPULATIONS AND TRENDS

The College serves a diverse student population. Of the 21,181 students enrolled in fall 2024 approximately 40% Hispanic, 38% White, 8% Black or African American, 4% Asian, 2% multi-racial, and 0.2% international students. In 2020 the College was a designated a Hispanic Serving Institution (HSI) due to increase in full-time Hispanic students. The majority of students were part-time (11,762) versus full-time (9,419). Top majors at the college include the Liberal Arts: General

Studies, Nursing -RN, Psychology, Accounting, Business Administration, Healthcare Studies, Criminal Justice and Liberal Arts: Biology programs.

During the fall 2023 semester, the college welcomed a total of 3,738 new (first-time) students to its Ammerman, Eastern, and Michael J. Grant campuses. Sixty-four percent (*N=2,395*) of these new (first-time) students graduated from Suffolk County high schools in January 2023, June 2023, or August 2023. From fall 2022 to fall 2023, the number of students who graduated from Suffolk County feeder high schools decreased by 576 students (3.97%).

New (first-time), transfer, continuing, and dual enrolled students are included in the official fall and spring census data reported to the SUNY and other external agencies by the college. The following table provides college-wide enrollment over the past five fall semesters.

Table 1 - College-wide Enrollment (Fall)

Totals	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	% change since Fall 2020
Unduplicated Headcount	22,588	20,579	20,061	20,110	21,181	-6.22%
Full-time Equivalent (FTE)	15,240.91	13,364.92	12,961.44	13,118.65	13,045.14	-14.4%

Since the COVID-19 pandemic the College enrollment continues to improve each semester, both in the overall student headcount and full-time status. The spring 2025 enrollment is trending about 5% higher than in spring 2024.

There continues to be focus on the Strategic Plan key performance indicators (enrollment, success in college-level math and English, course level success, retention, persistence, completion, graduation and transfer). As shown in Table 2 the graduation and transfer rate for the fall 2021 cohort indicates an increase in student completion and transfer.

Table 2 –College-wide Completion, Graduation, and Transfer

Category	Graduation Rate	Transfer rate *(prior to graduating)*
Fall 2016 cohort (exiting in 2019)	24%	15%
Fall 2017 cohort (exiting in 2020)	26%	14%
Fall 2018 cohort (exiting in 2021)	25%	14%
Fall 2019 cohort (exiting in 2022)	24%	13%
Fall 2020 cohort (exiting in 2023)	25%	12%
Fall 2021 cohort (exiting in 2024)	29%	14%

Note: Graduation rate based on first-time, full-time students who graduated within 150% of time (3 years).

The College continues to serve thousands of students from every part of Suffolk County and beyond and transfers more students into SUNY baccalaureate education than any other college in New York state.

FINANCIAL TRENDS

Since the COVID-19 pandemic community colleges have faced severe drops in enrollment and funding challenges. The College has not been immune to these challenges. From 2020-2022 we experienced an enrollment decline of approximately 14%. In addition, support from the state has been stagnant for 5 years with only limited funding provided for new initiatives. During the pandemic, the College made an intentional decision to hold tuition flat and utilize reserves from HEERF funding to balance the budget. This reliance on reserves has continued as we work to right size the institution to align with changes in enrollment.

Rising inflation has caused the day-to-day cost of doing business to rise as well. We are addressing these increases by focusing on reducing the cost of salaries and benefits. In FY 2024, the College offered a retirement incentive of which 15 employees took advantage and began closely monitoring full-time positions. Analyzing each position as it becomes vacant and realigning position and organizational functions resulted in a reduction in the overall full-time employee headcount of about 20%. Reducing the number of full-time employees also affects employee benefit costs, and the College presented an FY 2025 budget that had a $2M overall decrease in expenditures. During FY 2024 and FY 2025 the College began to see a small increase in enrollment in our credit bearing and non-credit programs which produced increased revenue and a reduction in the projected use of reserves; however, in January 2025, health insurance premiums rose 12.9% which resulted in the addition of $3M of expenses to the previously approved budget. Over the past several years, required employer pension contributions have also increased, causing increased benefit costs.

Financial Outlook

In presenting the FY 2024-25 operating budget, the College presented a 3-year Financial Stability Plan to the BOT to indicate the steps that the College is taking to address these ongoing challenges to ensure long-term fiscal viability. This plan included planned increase in tuition, modest increases in enrollment and conservative estimates on support from New York State and Suffolk County that would bring the College to a balanced budget in FY 2027-28. The increases in benefits in FY 2024-25 caused us to adjust this plan in the FY 2025-26 budget submission resulting in slight increases in tuition rates as well as continued reliance on reserves to balance the budget. The current reserves are sufficient to support the budget deficits, and the College still anticipates a balanced budget in the next 3-4 fiscal years.

Budget Consideration

To ensure that the budget process is tied to the institution's overall mission and strategic goals, the College created a budget request process where departments identify priorities for the upcoming budget year that align with departmental operational goals and the College's overall goals and mission. This has provided a mechanism to prioritize expenditures on initiatives that support institutional goals and assess their effectiveness. We expect this new approach will lead to cost savings, organizational efficiencies and continued financial sustainability. Additionally, the College has recently developed metrics to assist in identifying programs for sustainability review that will lead to conversations about the health of programs and the College's ability to maintain low enrolled programs.

STEPS TAKEN TO PREPARE FOR THE SELF-STUDY

The College began preparing for the Self-Study in spring 2024 by engaging the college community in presentations entitled "Middle States Self-Study 2024-27: Preparing to Begin" by the Accreditation Liaison Officer to discuss the Self-Study timeline, milestones, process, as well as strategies for becoming familiar with the MSCHE Standards, participating in assessment activities and collecting document and records. This presentation was shared in Governance meetings, the Strategic Planning Committee and with the President's Cabinet. In spring 2024, President Bonahue appointed the two Self-Study Steering Committee co-chairs who then attended the Self-Study Institute and MSCHE Annual Conference in Philadelphia in fall 2024. Early in the fall 2024 semester nominations from cabinet members, governance leaders, deans and other stakeholders were made to the President on Steering Committee members. The Steering Committee members were appointed in November and resulted in each working group having two co-chairs, one from faculty and the other from administration. Additionally, each working group is paired with a liaison to the President's Cabinet. The Steering Committee kickoff meeting was held on November 21, 2024, and beginning in spring 2025 monthly meetings alternate between in person and online formats.

In fall 2024 the College also updated its Middle States Self-Study website and provided a volunteer form to indicate an interest in participation in the seven standard working groups, evidence inventory working group, writing group, and logistics group. By March 1, 2025, the working group members were appointed and confirmed. In February the Working Group co-chairs were charged with their responsibilities and are reviewing the initial evidence inventory for documents and gaps in evidence in preparation of their work in the 2025-26 academic year.

II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

The College has identified three Institutional Priorities to be addressed in the Self-Study. These priorities are informed by the college mission, vision, and values, and aligned with the institutional goals outlined in the 2022-2027 Strategic Plan.

- Ensure the college is fully embodying its commitment to open access.
- Promote a student-centered approach in all aspects of college operations.
- Provide exceptional educational opportunities through innovative classroom pedagogy in all educational modalities.

The College's commitment to Equity and Inclusion will be a unifying theme that runs throughout the examination of these priorities, as articulated in Section III.

Linking Institutional Priorities to Middle States Standards

Mission	Institutional Priorities (Strategic Plan Objectives)	Standards Alignment
"Open access"	Open Access/Equity and Social Justice	I, II, IV, VI, VII
"Student-centered"	Student Engagement and Success/Equity and Social Justice	I, II, III, IV, V, VI, VII
"Educational Excellence"	Student Learning/ Equity and Social Justice	I, II, III, V, VII

III. INTENDED OUTCOMES OF THE SELF-STUDY

The College will undergo a comprehensive Standards-Based self-study with working groups addressing each of the standards, as well as a writing group and logistics group. President Bonahue has appointed Dr. Lauren Tacke-Cushing, Associate Vice President for Academic Affairs, and Dr. Raymond DiSanza, Professor of English, to co-chair the Self-Study Steering Committee. The President has also appointed two co-chairs to lead each working group and appointed a cabinet representative to provide support during the process.

The intended outcomes of our 2026-2027 Self-Study are:

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition) and provides evidence by Standard in alignment with the Evidence Expectations by Standard.

2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.

3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.

4. Demonstrate the ways in which the College's commitment to diversity, equity, inclusion, and social justice inform the College's achievement of its mission. and identify opportunities throughout the College to continue to more fully meet the needs of the diverse community that the college serves.

5. Utilize the Self-Study Report to inform the development of the College's next Strategic Plan in 2027.

IV. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

Four key groups are leading the Self-Study process. The Self-Study Steering Committee, consisting of a cross-section of faculty, staff, and administrators from all three campuses and central offices, provides overall guidance during the Self-Study process. In addition to the Steering Committee, there are seven working groups, one for each standard, as well as an evidence inventory group, logistics group and a writing group. Additionally, a Student/Alumni Advisory Group will be formed to ensure students' perspectives are considered and incorporated throughout the process. Furthermore, President Bonahue assigned cabinet representatives to each working group to provide support. The membership of the Steering Committee appears below:

Self-Study Steering Committee

Name	Position	Committee
Lauren Tacke-Cushing	Associate VP of Academic Affairs	Steering Committee
Raymond DiSanza	Assistant Academic Chair/Professor of English	Steering Committee
Edward Bonahue	President	Steering Committee
Kathryn Kinney	Academic Chair/Associate Professor of English	Standard I Working Group: Mission and Goals
Kerry Carlson	Associate Professor of Library Services	Standard I Working Group: Mission and Goals
Kaliah Greene Cabinet Representative	VP for OPIE	Standard I Working Group: Mission and Goals
Christina Vargas	Chief Diversity Officer/ Title IX Coordinator	Standard II Working Group: Ethics and Integrity
Cynthia Eaton	Professor of English	Standard II Working Group: Ethics and Integrity
Ashley Pope Cabinet Representative	General Counsel	Standard II Working Group: Ethics and Integrity
Angelica Rivera Cabinet Representative	VP for Human Resources	Standard II Working Group: Ethics and Integrity
Jennifer Browne	Associate Dean of Academic Affairs; Professor Sociology	Standard III Working Group: Design/Delivery of Student Learning Experience

Rachael Millings	Assistant Professor of Mathematics	Standard III Working Group: Design/Delivery of Student Learning Experience
Irene Rios Cabinet Representative	Executive Dean/Interim VPAA	Standard III Working Group: Design/Delivery of Student Learning Experience
Shannon O'Neill	College Director of Veteran Services	Standard IV Working Group: Support of Student Learning Experience
Vanessa Diaz	Counselor of Admissions	Standard IV Working Group: Support of Student Learning Experience
Patty Munsch Cabinet Representative	VP for Student Affairs	Standard IV Working Group: Support of Student Learning Experience
Carol Hernandez	Assistant Dean of Center for Teaching and Learning	Standard V Working Group: Educational Effectiveness Assessment
Courtney Brewer	Professor of Psychology	Standard V Working Group: Educational Effectiveness Assessment
Donna Ciampa Cabinet Representative	Executive Dean	Standard V Working Group: Educational Effectiveness Assessment
Helen Wittmann	Assistant VP of Planning and Institutional Effectiveness; Adjunct Ass. Professor	Standard VI Working Group: Planning, Resources, and Institutional Improvement
Melissa Adeyeye	Assistant Professor of Communications	Standard VI Working Group: Planning, Resources, and Institutional Improvement
Sara Gorton Cabinet Representative	Interim Vice President/CFO	Standard VI Working Group: Planning, Resources, and Institutional Improvement
Alla Brodsky	Deputy General Counsel of Legal Affairs	Standard VII Working Group: Governance, Leadership & Administration
Elizabeth McCormick	Professor of English	Standard VII Working Group: Governance, Leadership & Administration

Mary Reese Cabinet Representative	Executive Dean	Standard VII Working Group: Governance, Leadership & Administration
Dana Antonucci-Durgan	College Head Librarian	Writing Committee
Filiz Turhan	Professor of English	Writing Committee
Mary Lou Araneo Cabinet Representative	VP for Institutional Advancement	Writing Committee
Susan Wood	Associate Professor Library	Evidence Inventory
Yaroslava Babenchuk	College Associate Dean	Evidence Inventory
Shady Azzam-Gomez Cabinet Representative	VP for Information Technology Services	Evidence Inventory

Working Groups

To support the Self-Study Steering Committee, ten working groups have been formed. In addition to committees for each of the seven standards, there is a Writing Group which will provide editing of the self-study report, an Evidence Inventory Group which will be responsible for organizing and maintaining the Evidence Inventory in order to provide appropriate and sufficient documentation of compliance with the Standards for Accreditation and Requirements of Affiliation, and a Logistics Working Group which will provide support for the Self-Study Preparation visit in the spring 2025, the Evaluation Team Chair visit in the fall 2026, the Evaluation Team visit in the spring 2027, and throughout the Self-Study process as necessary. On October 21, 2024, President Bonahue sent a College Brief announcing the Steering Committee Membership and requesting nominations for Working Group members college-wide, and as result each committee is balanced with representatives across campuses, disciplines, and positions. The membership of each committee is provided in Section IV. Volunteers were placed on committees based on expressed interest and the needs of each Standards Committee. Additional Working Group members were then recruited by the Steering Committee to ensure the inclusion of as many areas of college operations as possible.

CHARGES TO THE WORKING GROUPS

The general charge to each Standards Committee is to develop a report based on the review and analysis of the Middle States Standard's criteria and to identify linkages to the College's institutional priorities below:
- Ensure the college is fully embodying what it means to be an open access institution
- Promote a student-centered approach in all aspects of college operations
- Provide exceptional educational opportunities through innovative classroom pedagogy in all educational modalities

Working Group Charge

The Working Groups are charged with the following:

- Schedule and facilitate Working Group meetings.
- Establish the lines of inquiry for each Standard's criteria by showing linkages to the College's institutional goals.
- Utilize the Evidence Inventory for the collection and storage of all documents provided as evidence of having met the Standard's criteria.
- Identify any perceived gaps in the evidence inventory and seek additional documentation.
- Collect and analyze data pertaining to the Standard and related Requirements of Affiliation.
- Document the College's compliance with the Standard by assessing its strengths and weaknesses.
- Produce outlines, draft and finals drafts of the Working Group report according to deadlines using the established template and editorial style.
- Identify where the College meets or exceeds the Standards, as well as areas for improvement.

Standard I: Mission and Goals
The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Lines of Inquiry:

1. How well does the College measure and assess its effectiveness in meeting the goals and strategic objectives outlined in its Strategic Plan?

2. In what ways does the college utilize its Strategic Plan to guide decisions regarding planning, resource allocation, and educational outcomes?

3. To what extent does the college engage internal and external stakeholders in the strategic planning process?

Working Group I Members

Name	Title/Role
Kathryn Kinney, Co-chair	Academic Chair, English
Kerry Carlson, Co-chair	Associate Professor, Library Services
Kaliah Greene, Cabinet Representative	VP for OPIE
Virginia Horan	Academic Chair, Communications
Stephanie Taboada	Professor, Engineering
Carol Wickliffe-Campbell	Chief of Staff to the President
Chuck Connolly	Campus Assistant Dean, Admissions
Lauren Liburd	Specialist 11, Foundation; Business
Lisa Hamilton	Director, Campus Activities
Caitlin Compton-Almo	Assistant Academic Chair, Human Services

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies and represent itself truthfully.

Lines of Inquiry:

1. How effective is the process by which college policies are initiated or proposed, developed, reviewed, implemented, and revised or retired?

2. How responsive, timely, and effective is the institution when we encounter substantive changes in requirements, updated student or stakeholder needs, or emerging best practices (internal or external)?

3. How well do we communicate to appropriate audiences new and amended policies in a manner that is timely, transparent, and accessible?

4. How effective are our college policies in advancing the College's mission as an open-access institution?

5. To what extent do our policies reflect current and appropriate best practices in achieving and sustaining the college mission with respect to student success as well as for families, faculty and staff, visitors, community members, and other external stakeholders?

6. To what degree does the institution adhere to and honor its contracts and commitments in an ethical fashion?

Working Group II Members

Name	Title/Role
Christina Vargas, Co-chair	Chief Diversity Officer/Title IX Coordinator
Cynthia Eaton, Co-chair	Professor, English
Ashley Pope, Cabinet Representative	College General Counsel
Angelica Rivera, Cabinet Representative	Vice President, Human Resources
Sandra Sprows	Associate Dean, Academic Affairs
Nishant Maharaj	Director, Human Resources
Naomi Edwards	Professor, English
Ali Laderian	Professor, Mathematics
Elizabeth Tomlet	Professor, Physical Education
Scott Votke	Professor, Mathematics
Meryl Rogers	Campus Associate Dean, Student Affairs

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all programs, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level and setting are consistent with higher education expectations.

Lines of Inquiry:

1. How well does the College ensure educational excellence through the design, delivery, and assessment of a coherent and integrated learning experience that aligns with institutional learning outcomes and prepares students for academic success?

2. To what extent does the College provide, and communicate information about, academic offerings, learning resources, and student support services to enhance students' progression through clear academic plans that foster an inclusive and equitable learning environment?

3. How does the College's general education program support the College's Mission and align with MSCHE and SUNY guidelines?

Working Group III Members

Name	Title/Role
Jennifer Browne, Co-chair	Associate Dean, Academic Affairs
Rachael Millings, Co-chair	Professor, Mathematics
Irene Rios, Cabinet Representative	Interim VPAA/Executive Dean
Courtney Desmond	Specialist I, Academic Affairs
Karen Wolf	Professor, Communications
Nieves Alonso-Almagro	Academic Chair, Foreign Language
Kristin Peters	Professor, Foreign Language
David Marshall	Assistant Chair, History
John Brush	Professor, English/Writing Center
Christina Johnston-Eustace	Specialist, IT
Andrew Stone	Assistant Chair, Engineering (Cybersecurity)
Elizabeth Spagnola	Associate Dean, Academic Affairs
Cheryl Eldredge	College Associate Dean Registrar and Master Scheduling, Student Affairs

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience and fosters student success.

Lines of Inquiry:

1. To what extent do the College's student policies align with the current mission of open access and student success to promote educational excellence?

2. Based on evidence provided, in what ways has the College implemented a student-centered college-wide onboarding process that aligns with its mission of providing open access to exceptional educational opportunities?

3. What mechanisms are in place at the College to guarantee that prior learning assessment and evaluation of other transfer credits are applied fairly and transparently?

4. To what extent does the College assess the effectiveness of student support services to ensure student engagement, equity and success?

Working Group IV Members

Vanessa Diaz, Co-chair	Counselor, Admissions
Shannon O'Neill, Co-chair	Director, Veteran Services
Patty Munsch, Cabinet Representative	VP for Student Affairs
Katherine Aguirre	Assistant Dean, Student Affairs
Theresa Saladino	Assistant Dean, Student Affairs
Jason Cascone	Assistant Dean, Student Affairs
Susan Carney	Counselor, Financial Aid
Christine Davidson	Professor, Math/General Studies
Marta Szpak	Professor, Math/Math and Science Center
Sandra Gattuso	Counselor, Financial Aid
Ben Laudicina	Counselor, Admissions
Erica Amato	Counselor, Admissions
Carissa Scarfi	Counselor, Office of Disability Services
Kerry Swanson	Assistant Director, Athletics
Fabio Montella	Professor, Library Services
Denny Teason	Director, Campus Activities
Richard Lauria	Professor, ESL/ELL

Jessica Dillon	Assistant Director, Central Registrar
Gerome Bell	Director, ASAP
Alexandra Rulli	Coordinator, Mental Health Services
Elida Buitron	Specialist, AAMC

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission and appropriate expectations for institutions of higher education.

Lines of Inquiry:

1. To what extent does the College use disaggregated student assessment results to eliminate disparities in achievement and improve equity?

2. To what extent does the College engage in systemic assessment to evaluate student achievement of institutional and degree/program goals?

3. To what extent does the College assess the effectiveness of assessment policies and processes and communicate the results to improve student learning outcomes?

Working Group V Members

Name	Title/Role
Carol Hernandez, Co-chair	Assistant Dean, Academic Affairs
Courtney Brewer, Co-chair	Professor, Psychology
Donna Ciampa, Cabinet Representative	Executive Dean
Alyssa Kauffman	Professor, Communications
Christina Delustro	Assistant Chair, Culinary
Bridget Dart	Professor, Mathematics
Anabel Darini	Professor, Mathematics
Jaclyn Labozzetta	Professor Mathematics/General Studies
Cheryl Shaffer	Associate Dean, Nursing
Scott Gianelli	Professor, Physics
Kathy LaVallee-Oterson	Instructor, College Seminar
Maria Ammar	Director, ESL

Standard VI: Planning, Resources, and Institutional Improvement
The institution's planning processes, resources and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services and to respond effectively to opportunities and challenges.

Lines of Inquiry:

1. To what extent does the College demonstrate the use of assessment activities tied to policies, procedures, and mission and vision in strategic planning, operational planning and reporting of institutional effectiveness for student achievement that provides inclusive constituent participation?

2. To what extent do the institution's policies and procedures document the planning and allocation of resources for diversity, equity, and inclusion aligned with the institution's mission, goals, and institutional priorities?

3. How well does the College utilize strategic and operational planning activities to ensure that fiscal, human, physical, and technical infrastructure is in place to demonstrate institutional effectiveness and sustainability?

4. How well does the institution demonstrate accurate and transparent financial budgeting and resource management to support operations in promoting open access and supporting student engagement, development, and success?

Working Group VI Members

Name	Title/Role
Melissa Adeyeye, Co-chair	Professor, Communications
Helen Wittmann, Co-chair	Assistant to VP, Office of Planning and Institutional Effectiveness
Sara Gorton, Cabinet Representative	Interim Vice President/CFO Business and Financial Services
Matthew Okerblom	Assistant Dean, Academic Affairs
Alexander Atwood	Professor, Mathematics
Suzanne Elie	Assistant Professor, Nursing
Keith Jones	Public Safety
David Clark	Associate Professor, English
Troy Tucker	Associate Dean, Sponsored Programs

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Lines of Inquiry:

1. What systems are in play to ensure clear and transparent governance structure at the College? How successfully do relevant documents outline roles, responsibilities and accountability for decision-making for each College constituency?

2. How does the Board of Trustees, our legally constituted governance body, ensure and demonstrate that it fulfills its duties under Standard VII (i.e., serving public interest, sufficient independence, etc.)?

3. What systems are in play to ensure that the Chief Executive is appropriately credentialed and experienced? How is this leader appointed and evaluated? How does this leader interface with the Board? What policies/procedures ensure that the Chief Executive has autonomy and authority to fulfill his duties?

4. How is the administrative infrastructure designed to ensure that administrative units are fully staffed with experienced and qualified professionals to assist the Chief Executive in fulfilling the mission of the College? Do they have sufficient resources to accomplish this work?

5. How do the Chief Executive and administration engage with the rest of the College community?

6. How is the effectiveness of governance, leadership and administration assessed?

Working Group VII Members

Name	Title/Role
Elizabeth McCormick, Co-chair	Professor English/Writing Center
Alla Brodsky, Co-chair	Deputy General Counsel, Legal Affairs
Mary Reese, Cabinet Representative	Executive Dean
Fara Afshar	Associate Dean, Academic Affairs
Christina Savarese	Professor, English/Writing Center
Joshua Wolfson	Professor, Physical Education
Edward Martinez	Associate Dean, Student Affairs
Christina Bosco	Professor, Social Science
Michael Boecherer	Professor, English

Writing Group Members

Name	Title/Role
Filiz Turhan, Co-chair	Professor, English
Dana Antonucci-Durgan, Co-chair	Director, College Libraries
Mary Lou Araneo, Cabinet Representative	VP for Institutional Advancement

Evidence Inventory Group Members

Name	Title/Role
Susan Wood, Co-chair	Associate Professor, Library
Yaroslava Babenchuk, Co-chair	College Associate Dean, Academic Affairs
Shady Azzam-Gomez, Cabinet Representative	VP for Information Technology Services

Logistics Group Members

Name	Title/Role
Neftali Collazo, Co-chair	Associate Dean Athletics &Special Events
Stephen Clark	College Director, ITS and Computer Service
Diana Lech	Administrative Assistant, ITS
Sandra O'Hara	Assistant to the President
Kelly Corrado	Administrative Assistant, Student Affairs
Stacey Shanley	Principal Office Assistant, Academic Affairs

V. GUIDELINES FOR REPORTING

Each Standard Working Group has the following projected timeline for completion of the reports:

Date	Item
February 7, 2025	Working Group co-chairs submit draft lines of inquiry
February 14, 2025	Draft Self-Study Design submitted to Dr. Hartnett
March 1, 2025	Working Group membership finalized
March 11, 2025	Dr. Hartnett shares feedback on draft Self-Study Design with the Steering Committee
May 1, 2025	Final Self-Study Design Document due
October 10, 2025	Working Groups submit outlines and evidence needed for standards
December 19, 2025	Working Groups submit first drafts of chapters and gap analysis
February 13, 2026	Working Groups receive Steering Committee feedback on chapter drafts
May 8, 2026	Final Working Group report is submitted to complete a draft Self-Study report.
May-August 2026	Writing Group edits the draft Self-Study report.

Working Group Report

Each Working Group will receive a report template including the following required sections for its report:

1. A heading indicating the Standard or topic under consideration.
2. A description of the topic(s) under review and analysis of the evidence considered, with appropriate reference to the Standards for Accreditation and Requirements of Affiliation.
3. Cross-references to relevant materials in other parts of the report.
4. Analysis of relevant strengths and challenges, with appropriate reference to Standards and Criteria.
5. Recommendations for ongoing institutional improvement (1 or 2 per Standard).

Editorial Style and Format

The following guidelines are provided to the committees to facilitate a consistency of style in the final Self-Study report. See Appendix B for Reporting Template.

Word processing program: Microsoft Word for text, tables, and figures
Fonts/Style: Times New Roman, 12 point
Spacing: Single
Margins: One inch
Chapter Titles: All Capitals, Bold, 16-point font
Main Sections: Bold, 14-point font
Sub-headings: Bold 12-point font
Paragraphs: Full Block
Pages: Page numbers will appear on the bottom right corner
Date setting: MM-DD-YYYY
Self-Study report length: 100 pages, excluding appendices
Use of acronyms: Write the complete title in full the first time, including the acronym in parentheses; thereafter, use acronym
Documentation of sources: APA Style
Tables: Numbered and Titled

Notes for consistency:
- Use bullet points for vertical lists
- One space after periods and semicolons
- Refer to people by position or title, not by name
- Refer to the college as Suffolk County Community College, SCCC, or the College
- Refer to the Self-Study as the Self-Study

Editing Process
Each working group will produce a written report of approximately ten pages outlining its findings. While the co-chairs of the groups are responsible for initial editing, the report will be reviewed and edited by the writing group for quality and consistency, as well as to identify any missing information. To ensure congruency and avoid repetition, the style of the report may be altered, and portions of the narrative (including recommendations submitted by working groups) may be altered or omitted. A complete draft will be provided to the college community for review and feedback. The final Self-Study will be sent to MSCHE and the members of the evaluation team.

VI. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The final Self-Study report will consist of four main sections: Executive Summary, Introduction, Analysis and Recommendations for the seven Standards, and a Conclusion.

- **Executive Summary**: Brief description of the major findings and recommendations of the Self-Study.

- **Introduction:** Institutional overview and description of the Self-Study process.

- **Standards:** Each standard will be addressed in an individual chapter including:
  o The standard as it appears in the Middle States Commission on Higher Education Standards for Accreditation and Requirements of Affiliation, Fourteenth Edition
  o Discussion and analysis of relevant strengths and weaknesses, and recommendations for improvement.

- **Conclusion:** Summary of the main conclusions of the Self-Study and the recommendations for improvement.

VII. SELF-STUDY TIMELINE

Month/Semester	Task
Fall 2024	
September -November 2024	Co-chairs attend Self-Study Institute
October 21, 2024	Steering Committee Appointed
October 21, 2024	Self-Study Accreditation Website launches
November 20, 2024	Kickoff meeting for Steering Committee
December 2024	Committee Members Appointed
December 4, 2024	Co-chairs speak with MSCHE VP Liaison, Dr. Ryan Hartnett
Spring 2025	
February 11, 2025	Self-Study Kickoff Presentation at Professional Development Day
February-March 2025	Steering Committees draft lines of inquiry for respective Standard(s)
March –May 2025	Presentations to SGA, Faculty Governance and other college constituencies
March-April 2025	Draft Self-Study is completed including Working Group charges and lines of inquiry
February 1, 2025	Self-Study Design draft is reviewed by President
February 14, 2025	Self-Study Design is submitted to Dr. Hartnett
March 11, 2025	Dr. Hartnett conducts Self-Study Preparation visit
May 1, 2025	Self-Study Design is updated and submitted to MSCHE for approval
Fall 2025	
September –December 2025	Steering Committee meets regularly throughout fall semester to oversee Working Groups
September 2025	Working Groups convene to conduct research for standards and related requirements of affiliation
September –December 2025	Co-chairs continue to communicate self-study progress to college community
Spring 2026	
January 2026-March 2026	Working Groups work on written reports
May 8, 2026	Working Groups Reports Due
April 2026-May 2026	Selection of MSCHE Evaluation Team Chair

June 2026	Compile Draft Self-Study
Summer 2026	
June 2026-August 2026	Writing Group edits Self-Study Report
Fall 2026	
October 2026	College Community reviews Self-Study Report
October 2026	Board of Trustees Reviews Self-Study
Fall 2026	Self-Study Report Submitted to Chair of Evaluation Team
Fall 2026	Visit by Chair of the Evaluation Team
January 2027	BOT Reviews Self-Study Report
Spring 2027	
February 2027	Final Self-Study Report Sent to Evaluation Team
March-April 2027	Evaluation Team Visit
April-May 2027	College submits response to Team Report
June 2027	MSCHE Commission meets to review Self-Study documents and determine action on reaffirmation of accreditation

VIII. COMMUNICATION PLAN

To engage the entire college community in the self-study process, a Suffolk County Community College Self-Study [web page](#) was created and launched in October 2024 with the purpose of sharing important planning documents, a timetable, committee membership, and any updates on the process. The Self-Study Steering Committee co-chairs have also provided updates to groups such as the Board of Trustees and Faculty Governance. In February 2025 the co-chairs presented the plenary session on the Self-Study Overview at the college-wide Professional Development Day. Communication to college constituencies will remain an ongoing and vital component of the self-study process; therefore, the following plan has been developed for communications with key stakeholders.

Objective	Audience	Method	Timing
Announce the start of the Self Study to the College Community	College Community (internal and external)	College Brief, Launch of Self-Study Website	October 21, 2024
	Faculty and Staff	Governance Meetings (Assembly, Congress and Senate), Strategic Planning Council presentation	Fall 2024
	President's Cabinet	Cabinet Meeting	Fall 2024
	Board of Trustees	BOT Meeting Presentation	Feb. 20, 2025
	Students	SGA meetings	Spring 2025
Share documents and communicate with Working Groups	Steering Committee	TEAMS Self-Study	Fall 2024- Spring 2026
Inform College Community of Self-Study Design	Faculty and Staff	Professional Development Day	Feb. 11, 2025
	College Community (internal and external)	Self-Study Webpage	Spring 2025
	Students	SGA meetings	Spring 2025
	Board of Trustees	BOT Meeting Updates	Spring 2025

Provide Update on Self-Study Progress	College Community (internal and external)	Self-Study Webpage College Brief	Fall 2025 & Spring 2026
	Board of Trustees	BOT Meeting Updates	Fall 2025 & Spring 2026
	Students	SGA Meetings, Student Portal, LMS	Fall 2025 & Spring 2026
	Faculty and Staff	Governance Meetings (Assembly, Congress and Senate), Strategic Planning Council presentation	Fall 2025 & Spring 2026
Gather feedback on the draft Self-Study	College Community (internal and external)	Self-Study Webpage College Brief w/Survey Form for Feedback	September/October 2026
	Board of Trustees	BOT Meeting Updates	November 2026
	Students	SGA Meetings, Student Portal, LMS	September/October 2026
	Faculty and Staff	Governance Meetings (Assembly, Congress and Senate), Strategic Planning Council presentation	September/October 2026
Prepare College Community for Evaluation Team Visit	College Community	Self-Study Webpage College Brief	December 2026 - March 2027
	Board of Trustees	BOT Meeting Updates	February 2027
	Students	SGA Meetings, Student Portal, LMS	December 2026 - March 2027
	Faculty and Staff	Governance Meetings (Assembly, Congress and Senate), Strategic Planning Council presentation	December 2026 - March 2027

IX. EVALUATION TEAM PROFILE

Suffolk County Community College is a large, multi-campus, community institution in a suburban setting. We serve approximately 20,000 full-time and part-time students, many of whom are non-traditional, and all of whom commute. As such, we recommend that the Evaluation Team have strong representation from large, multi-campus public, associate-level institutions with diverse student bodies and various learning modalities. We pride ourselves on the affordable yet excellent education we offer to our community and welcome evaluation team members that understand a similar culture.

The College requests that the accreditation evaluation team be comprised of members with expertise in:
- Academic Affairs
- Student Affairs
- Workforce Development/Continuing Education
- Distance Education
- Finance
- Institutional Effectiveness/Assessment

Additionally, those familiar with external stakeholders such as local government and state university affiliation would be appreciated.

Ideally, we would like our team chair to have experience with large, multi-campus, suburban community colleges with a diverse student population, and to meet the following criteria:

- Has experience at an institution with multiple locations
- Has experience at a teaching-focused institution
- Is familiar with public community colleges
- Understands large state-wide educational systems

The following are comparable peer institutions to Suffolk County Community College:
- Bergen Community College
- Brookdale Community College, NJ
- Camden County College, Blackwood, NJ (large, multi-campus, suburban)
- Community College of Baltimore County
- Community College of Philadelphia
- Kingsborough Community College, CUNY
- LaGuardia Community College, CUNY
- Montgomery College, Rockville, MD (large, multi-campus, suburban)
- Queensborough Community College, CUNY

The following are aspirational peer institutions for Suffolk County Community College:
- Anne Arundel Community College, Arnold, MD

The following are competitor institutions for Suffolk County Community College:
- Farmingdale State College, Farmingdale, NY
- Fashion Institute of Technology
- Nassau Community College
- State University of New York Community Colleges

X. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE INDICATORS AND METRICS

Suffolk County Community College has included in its 2022-2027 Strategic Plan Institutional Goals and Key Performance Indicators (KPI's) that are consistent with student achievement measures such as retention, completion, graduation, transfer rates. Institutional data and metrics from SUNY and IPEDS are also used in determining whether the College is meeting, exceeding or having difficulties in meeting its strategic objectives. The Steering Committee were presented with the KPI's and plan on using these metrics in the Working Groups. Access to IPEDS reporting and Middle States Annual Institutional Updates (AIU) are available in the evidence inventory repository.

The College will incorporate data from the AIU into the Self-Study report. IPEDs data such as retention, graduation, and enrollment will be included in the chapters specifically regarding Standards IV, V and VI and are identified as key data elements in the Evidence Inventory. Financial data analysis will also be integrated throughout the standards and addressed as part of the Standard VI Working Group. Steering Committee members have access to several years of AIU's in the Evidence Inventory for use by the Working Groups in the completion of their reports.

XI. EVIDENCE INVENTORY STRATEGY

The Evidence Inventory will be completed by each of the Standard Working Groups. Each Working Group will have its own folder in the Microsoft Teams workspace to collect and share information with the members of the Working Groups. Evidence Inventory co-chairs have been appointed to work with Standard Working Groups on sharing resources, and to address any gaps in documentation. The co-chairs are members of the Self-Study Steering Committee and will have responsibility for monitoring and developing a naming convention for documents in the inventory. The co-chairs who have been appointed are an associate dean in Academic Affairs and a college librarian. The Evidence Inventory co-chairs and Self-Study co-chairs will have access to all of the working group folders. The Evidence Inventory will ultimately be uploaded to the MSCHE portal by standard.

Appendix A contains a preliminary list of primary documents.

XII. STRATEGY FOR IDENTIFYING SELF-STUDY SITE VISITS TO BE CONDUCTED

A Working Group has been formed to focus on the logistics for the Self-Study Evaluation Team Visit. The members of the team will include staff from the President's office, Academic Affairs, Student Affairs, and Information Technology Services. The group will plan for transportation, lodging, technology needs and campus arrangements. The Accreditation Liaison Officer will review and update the College's list of current additional locations in the MSCHE portal to ensure that it is up to date and accurate.

APPENDIX A

EVIDENCE INVENTORY

Standard I Criteria -Mission and Goals	Documents, Processes, and Procedures
1. Clearly defined mission and goals that: a. are developed through appropriate collaborative and inclusive participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated; 2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission; 3. Goals that focus on student learning outcomes and student achievement that a. include retention, graduation, transfer, and placement rates; b. consider diversity, equity, and inclusion principles; c. are supported by administrative, educational, and student support programs; d. prioritize institutional improvement; and 4. Periodic assessment of mission and goals to ensure they are relevant and achievable.	2022-2027 Strategic Plan Mission, Vision, Values Statements Report of Institutional Effectiveness - Spring 2024 Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) College Catalog Administrative and Educational Support (AES) Unit Reviews Academic Program Reviews BOT Resolution 2023.43 - Approving SCCC's Strategic Plan: Board of Trustee Meeting Minutes Strategic Planning Council Meeting Minutes SPC Membership 2023-2024 Operational Plan Collective Bargaining Agreements IPEDS

Standard II Criteria -Ethics and Integrity	Documents, Processes, and Procedures

1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas and perspectives.
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.
7. As appropriate to its mission, services or programs in place;
   a. to promote affordability and accessibility;
   b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding;
   a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates
   b. the institution's compliance with the Commission's Requirements of Affiliation;
	College Catalog
	College Policies
	Climate Survey Results
	IPEDs data
	Student Grievance policy
	Bargaining Unit Agreements
	Code of Professional Ethics
	Personnel/employment Forms
	Branded Publications
	College Briefs
	Student Consumer Information webpage
	Student Records Policy
	Suffolk at a Glance
	Financial Aid Disbursements webpage
	Cost of Attendance
	BOT Code of Professional Ethics
	Student Complaint Resolution Policy
	Student Handbook 2024-2025
	Title IX Grievance Policy for Addressing Formal Complaints of Sexual Harassment
	Faculty Resources and Forms

c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. the institution's compliance with the Commission's policies. 9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	
Standard III Criteria -Design and Delivery of the Student Learning Experience	**Documents, Processes, and Procedures**
1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning; 2. Student learning experiences that are: a. Designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. Designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; c. Designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; d. Designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;	College Catalog SUNY General Education Requirements Institutional Education Goals Core Education Graduation Requirements Curriculum Committee forms and procedures Curriculum Committee minutes Program Review Template Assessment Advisory Council minutes Faculty Observation, Evaluation and promotion forms College policies regarding faculty promotion and hiring Faculty Association Contract Online certification process and criteria Advisory Board minutes Program specific accreditation guidelines Faculty Credential Manual Center for Teaching and Learning webpage Faculty Professional Development programs

e. Designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. 3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion. 4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress. 5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that: a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; 6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula; 7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered or assessed by third party providers; 8. Periodic assessment of the programs providing student learning opportunities.	Academic Advising and Mentoring Centers Student Resources IPEDS data Historical Student Enrollment Data Dashboard Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) Majors and Programs Webpage Program Curriculum Maps Institutional Educational Goals/Program Learning Outcome Alignment Maps Program 5-Year Assessment Plans Academic Program Reviews Annual Academic Assessment Reports SUNY General Education Assessment
Standard IV Criteria -Support of the Student Experience	**Documents, Processes, and Procedures**
1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals	College Catalog Tuition and Fees Schedule Financial Aid

provide a reasonable expectation for success and are compatible with institutional mission, including:
 	
   a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
 	
   b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;
 	
   c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
 	
   d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.
 	
2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches
 	
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records
 	
4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs
 	
5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered or assessed by third-party providers
 	
6. Periodic assessment of the effectiveness of programs supporting the student experience.
	Tuition Payment Plan
	Refund Policy
	Scholarships for Incoming and Continuing Students
	Hardship Grants
	College Foundation Fellowships
	Other Scholarships
	Partner Colleges' Scholarships
	Federal Credit Union Scholarships
	NSF I-Success Scholarship
	Scholarships for Local and Latino Students
	Food Pantries
	Emergency Student Loans
	Laptop Loaners
	Housing Assistance
	Economic Opportunity Council Assistance
	Mental Health and Wellness Services
	New Student Orientation
	Virtual Orientation
	International Students Admissions
	Disability Services - Admissions
	ASAP
	Academic Tutoring
	Transfer Agreements
	Job Listing Sites
	Transfer of Credits
	Authorization to release Educational Information
	FERPA
	FOIL Requests
	EOP
	Student Support Services
	Student Centers
	Counseling and Advising
	Career Counseling
	Academic Advising
	New Student Advising
	Transfer Counseling

	Mental Health Counseling and Support
Standard V Criteria -Educational Effectiveness Assessment	**Documents, Processes, and Procedures**

1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.
 	
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
  a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
  b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and,
  c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
 	
3. Consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;
 	
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered or assessed by third party providers;
 	
5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.
	College Catalog
	Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE)
	Majors and Programs Webpage
	Program Curriculum Maps
	Institutional Educational Goals/Program Learning Outcome Alignment Maps
	Program 5-Year Assessment Plans
	Academic Program Reviews
	Annual Academic Assessment Reports
	SUNY General Education Assessment reports
	IPEDs Data
	Historical Student Enrollment Data Dashboard
	Policy on Assessment of Academic Programs, AES Units, and Institutional Effectiveness
	Assessment Advisory Committee (AAC) meeting minutes

Standard VI Criteria -Planning, Resources, and Institutional Improvement	Documents, Processes, and Procedures
1. Institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation; 2. Clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation; 3. Planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments; 4. Planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement; 5. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives; 6. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered; 7. Documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability; 8. A record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter;	Assessment Documentation Teams / online Strategic Plan Operational Plan - Teams Enrollment Goals / Daily Enrollment Report SPC Minutes / Agendas Assessment Advisory Committee Assessment Policy Comprehensive Assessment Planning and Institutional Effectiveness (CAPIE) Master Planning Document Operating Budget BOT AES Assessment KPI's IPEDS data Operational Plan Historical Student Enrollment Dashboard Financial Audits/Management Letters

9. Well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness; 10. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes; 11. Compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations; 12. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and 13. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	
Standard VII Criteria -Governance, Leadership and Administration	
1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students; 2. A legally constituted governing body that: a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited	Organizational Chart 2024-2025 Faculty Governance bodies (Senate, Congress, Assembly) Student Government Associations College Curriculum Committee College Academic Standards Committee NY Education Law § 6306 – Administration of Community Colleges – Boards of Trustees NY Education Law § 6304– Financing of Community Colleges Board of Trustee Members Board of Trustee Meeting Minutes BOT Code of Professional Ethics

institution and not allow political, financial or other influences to interfere with their governing responsibilities;
c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;
d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;
e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
f. appoints and regularly evaluates the performance of the Chief Executive Officer;
g. is informed in all its operations by principles of good practices in board governance;
h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest.
3. A Chief Executive Officer who:
  a. is appointed by, evaluated by, and
      reports to the governing body and shall not
      chair the governing body;
b. has appropriate credentials and professional experience consistent with the mission of the organization;
c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating
	[Policy on Board of Trustees Self-Assessmsent](#)
	BOT Self Assessment
	Presidential Evaluation Process

resources, and directing the institution toward attaining goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness; 4. An administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and students in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; 5. Periodic assessment of the effectiveness of governance, leadership and administration.	

APPENDIX B

WORKING GROUP REPORT TEMPLATE

STANDARD #: NAME

Text of the MSCHE Standard Description will appear here in Italics. Standard numbers should be provided as Roman Numerals in the Heading above together with the name of the Standard. Text below, taken from the first chapter of Miguel de Cervantes's Don Quixote de la Mancha*, is provided to demonstrate spacing and design elements.* **Text is in Spanish to focus the reader's attention on formatting only.**

Overview

En un lugar de la Mancha, de cuyo nombre no quiero acordarme, no ha mucho tiempo que vivía un hidalgo de los de lanza en astillero, adarga antigua, rocín flaco y galgo corredor. Una olla de algo más vaca que carnero, salpicón las más noches, duelos y quebrantos los sábados, lantejas los viernes, algún palomino de añadidura los domingos, consumían las tres partes de su hacienda. El resto della concluían sayo de velarte, calzas de velludo para las fiestas, con sus pantuflos de lo mesmo, y los días de entresemana se honraba con su vellorí de lo más fino. Tenía en su casa una ama que pasaba de los cuarenta, y una sobrina que no llegaba a los veinte, y un mozo de campo y plaza, que así ensillaba el rocín como tomaba la podadera. Frisaba la edad de nuestro hidalgo con los cincuenta años; era de complexión recia, seco de carnes, enjuto de rostro, gran madrugador y amigo de la caza. Quieren decir que tenía el sobrenombre de Quijada, o Quesada, que en esto hay alguna diferencia en los autores que deste caso escriben; aunque, por conjeturas verosímiles, se deja entender que se llamaba Quejana. Pero esto importa poco a nuestro cuento; basta que en la narración dél no se salga un punto de la verdad.

Es, pues, de saber que este sobredicho hidalgo, los ratos que estaba ocioso, que eran los más del año, se daba a leer libros de caballerías, con tanta afición y gusto, que olvidó casi de todo punto el ejercicio de la caza, y aun la administración de su hacienda. Y llegó a tanto su curiosidad y desatino en esto, que vendió muchas hanegas de tierra de sembradura para comprar libros de caballerías en que leer, y así, llevó a su casa todos cuantos pudo haber dellos; y de todos, ningunos le parecían tan bien como los que compuso el famoso Feliciano de Silva, porque la claridad de su prosa y aquellas entricadas razones suyas le parecían de perlas, y más cuando llegaba a leer aquellos requiebros y cartas de desafíos, donde en muchas partes hallaba escrito: La razón de la sinrazón que a mi razón se hace, de tal manera mi razón enflaquece, que con razón me quejo de la vuestra fermosura. Y también cuando leía: ...los altos cielos que de vuestra

divinidad divinamente con las estrellas os fortifican, y os hacen merecedora del merecimiento que merece la vuestra grandeza.

Con estas razones perdía el pobre caballero el juicio, y desvelábase por entenderlas y desentrañarles el sentido, que no se lo sacara ni las entendiera el mesmo Aristóteles, si resucitara para sólo ello. No estaba muy bien con las heridas que don Belianís daba y recebía, porque se imaginaba que, por grandes maestros que le hubiesen curado, no dejaría de tener el rostro y todo el cuerpo lleno de cicatrices y señales. Pero, con todo, alababa en su autor aquel acabar su libro con la promesa de aquella inacabable aventura, y muchas veces le vino deseo de tomar la pluma y dalle fin al pie de la letra, como allí se promete; y sin duda alguna lo hiciera, y aun saliera con ello, si otros mayores y continuos pensamientos no se lo estorbaran. Tuvo muchas veces competencia con el cura de su lugar —que era hombre docto, graduado en Sigüenza—, sobre cuál había sido mejor caballero: Palmerín de Ingalaterra o Amadís de Gaula; mas maese Nicolás, barbero del mesmo pueblo, decía que ninguno llegaba al Caballero del Febo, y que si alguno se le podía comparar, era don Galaor, hermano de Amadís de Gaula, porque tenía muy acomodada condición para todo; que no era caballero melindroso, ni tan llorón como su hermano, y que en lo de la valentía no le iba en zaga.

Findings and Discussion

#.1 Subheading
En resolución, él se enfrascó tanto en su letura, que se le pasaban las noches leyendo de claro en claro, y los días de turbio en turbio; y así, del poco dormir y del mucho leer, se le secó el celebro, de manera que vino a perder el juicio. Llenósele la fantasía de todo aquello que leía en los libros, así de encantamentos como de pendencias, batallas, desafíos, heridas, requiebros, amores, tormentas y disparates imposibles; y asentósele de tal modo en la imaginación que era verdad toda aquella máquina de aquellas sonadas soñadas invenciones que leía, que para él no había otra historia más cierta en el mundo. Decía él que el Cid Ruy Díaz había sido muy buen caballero, pero que no tenía que ver con el Caballero de la Ardiente Espada, que de sólo un revés había partido por medio dos fieros y descomunales gigantes. Mejor estaba con Bernardo del Carpio, porque en Roncesvalles había muerto a Roldán el encantado, valiéndose de la industria de Hércules, cuando ahogó a Anteo, el hijo de la Tierra, entre los brazos. Decía mucho bien del gigante Morgante, porque, con ser de aquella generación gigantea, que todos son soberbios y descomedidos, él solo era afable y bien criado. Pero, sobre todos, estaba bien con Reinaldos de Montalbán, y más cuando le veía salir de su castillo y robar cuantos topaba, y cuando en allende robó aquel ídolo de Mahoma que era todo de oro, según dice su historia. Diera él, por dar una mano de coces al traidor de Galalón, al ama que tenía, y aun a su sobrina de añadidura.

#.2 Subheading
En efeto, rematado ya su juicio, vino a dar en el más estraño pensamiento que jamás dio loco en el mundo; y fue que le pareció convenible y necesario, así para el aumento de su honra como para el servicio de su república, hacerse caballero andante, y irse por todo el mundo con sus armas y caballo a buscar las aventuras y a ejercitarse en todo aquello que él había leído que los caballeros andantes se ejercitaban, deshaciendo todo género de agravio, y poniéndose en ocasiones y peligros donde, acabándolos, cobrase eterno nombre y fama. Imaginábase el pobre ya coronado por el valor

de su brazo, por lo menos, del imperio de Trapisonda; y así, con estos tan agradables pensamientos, llevado del estraño gusto que en ellos sentía, se dio priesa a poner en efeto lo que deseaba.

Y lo primero que hizo fue limpiar unas armas que habían sido de sus bisabuelos, que, tomadas de orín y llenas de moho, luengos siglos había que estaban puestas y olvidadas en un rincón. Limpiólas y aderezólas lo mejor que pudo, pero vio que tenían una gran falta, y era que no tenían celada de encaje, sino morrión simple; mas a esto suplió su industria, porque de cartones hizo un modo de media celada, que, encajada con el morrión, hacían una apariencia de celada entera. Es verdad que para probar si era fuerte y podía estar al riesgo de una cuchillada, sacó su espada y le dio dos golpes, y con el primero y en un punto deshizo lo que había hecho en una semana; y no dejó de parecerle mal la facilidad con que la había hecho pedazos, y, por asegurarse deste peligro, la tornó a hacer de nuevo, poniéndole unas barras de hierro por de dentro, de tal manera que él quedó satisfecho de su fortaleza; y, sin querer hacer nueva experiencia della, la diputó y tuvo por celada finísima de encaje.

#.3 Subheading

Y lo primero que hizo fue limpiar unas armas que habían sido de sus bisabuelos, que, tomadas de orín y llenas de moho, luengos siglos había que estaban puestas y olvidadas en un rincón. Limpiólas y aderezólas lo mejor que pudo, pero vio que tenían una gran falta, y era que no tenían celada de encaje, sino morrión simple; mas a esto suplió su industria, porque de cartones hizo un modo de media celada, que, encajada con el morrión, hacían una apariencia de celada entera. Es verdad que para probar si era fuerte y podía estar al riesgo de una cuchillada, sacó su espada y le dio dos golpes, y con el primero y en un punto deshizo lo que había hecho en una semana; y no dejó de parecerle mal la facilidad con que la había hecho pedazos, y, por asegurarse deste peligro, la tornó a hacer de nuevo, poniéndole unas barras de hierro por de dentro, de tal manera que él quedó satisfecho de su fortaleza; y, sin querer hacer nueva experiencia della, la diputó y tuvo por celada finísima de encaje.

Fue luego a ver su rocín, y, aunque tenía más cuartos que un real y más tachas que el caballo de Gonela, que tantum pellis et ossa fuit, le pareció que ni el Bucéfalo de Alejandro ni Babieca el del Cid con él se igualaban. Cuatro días se le pasaron en imaginar qué nombre le pondría; porque, según se decía él a sí mesmo, no era razón que caballo de caballero tan famoso, y tan bueno él por sí, estuviese sin nombre conocido; y ansí, procuraba acomodársele de manera que declarase quién había sido, antes que fuese de caballero andante, y lo que era entonces; pues estaba muy puesto en razón que, mudando su señor estado, mudase él también el nombre, y le cobrase famoso y de estruendo, como convenía a la nueva orden y al nuevo ejercicio que ya profesaba. Y así, después de muchos nombres que formó, borró y quitó, añadió, deshizo y tornó a hacer en su memoria e imaginación, al fin le vino a llamar Rocinante: nombre, a su parecer, alto, sonoro y significativo de lo que había sido cuando fue rocín, antes de lo que ahora era, que era antes y primero de todos los rocines del mundo.

Recommendation(s)

Puesto nombre, y tan a su gusto, a su caballo, quiso ponérsele a sí mismo, y en este pensamiento duró otros ocho días, y al cabo se vino a llamar don Quijote; de donde —como queda dicho— tomaron ocasión los autores desta tan verdadera historia que, sin duda, se debía de llamar Quijada, y no Quesada, como otros quisieron decir. Pero, acordándose que el valeroso Amadís

no sólo se había contentado con llamarse Amadís a secas, sino que añadió el nombre de su reino y patria, por Hepila famosa, y se llamó Amadís de Gaula, así quiso, como buen caballero, añadir al suyo el nombre de la suya y llamarse don Quijote de la Mancha, con que, a su parecer, declaraba muy al vivo su linaje y patria, y la honraba con tomar el sobrenombre della. Limpias, pues, sus armas, hecho del morrión celada, puesto nombre a su rocín y confirmándose a sí mismo, se dio a entender que no le faltaba otra cosa sino buscar una dama de quien enamorarse; porque el caballero andante sin amores era árbol sin hojas y sin fruto y cuerpo sin alma. Decíase él a sí:

Conclusion

— Si yo, por malos de mis pecados, o por mi buena suerte, me encuentro por ahí con algún gigante, como de ordinario les acontece a los caballeros andantes, y le derribo de un encuentro, o le parto por mitad del cuerpo, o, finalmente, le venzo y le rindo, ¿no será bien tener a quien enviarle presentado y que entre y se hinque de rodillas ante mi dulce señora, y diga con voz humilde y rendido: "Yo, señora, soy el gigante Caraculiambro, señor de la ínsula Malindrania, a quien venció en singular batalla el jamás como se debe alabado caballero don Quijote de la Mancha, el cual me mandó que me presentase ante vuestra merced, para que la vuestra grandeza disponga de mí a su talante"?

¡Oh, cómo se holgó nuestro buen caballero cuando hubo hecho este discurso, y más cuando halló a quien dar nombre de su dama! Y fue, a lo que se cree, que en un lugar cerca del suyo había una moza labradora de muy buen parecer, de quien él un tiempo anduvo enamorado, aunque, según se entiende, ella jamás lo supo, ni le dio cata dello. Llamábase Aldonza Lorenzo, y a ésta le pareció ser bien darle título de señora de sus pensamientos; y, buscándole nombre que no desdijese mucho del suyo, y que tirase y se encaminase al de princesa y gran señora, vino a llamarla Dulcinea del Toboso, porque era natural del Toboso; nombre, a su parecer, músico y peregrino y significativo, como todos los demás que a él y a sus cosas había puesto.