

**SUFFOLK COUNTY COMMUNITY COLLEGE
SUMMARY MINUTES OF THE BOARD OF TRUSTEES SPECIAL MEETING
CAPTREE COMMONS, MICHAEL J. GRANT CAMPUS
BRENTWOOD, NEW YORK
November 20, 2014**

The meeting was held on Thursday, November 20, 2014 at 4:00 p.m. in Captree Commons at the Michael J. Grant Campus, Brentwood, New York.

PRESENT:

Dafny Irizarry	Chairwoman
Bryan Lilly	Secretary
Gordon D. Canary	Trustee
James Morgo	Trustee
Paul V. Pontieri, Jr.	Trustee
Belinda Alvarez-Groneman	Trustee
Therese Sanders	Trustee
Anne D. Shybunko-Moore	Trustee
Denise Lindsay Sullivan	Trustee
Gardy E. Amilcar	Student Trustee
Dr. Shaun L. McKay	President
Louis Petrizzo, Esq.	General Counsel
Christopher Adams	V.P. of Student Affairs
Jeffery Pedersen	V.P. for Planning & Institutional Effectiveness
Gail Vizzini	V.P. of Business and Financial Affairs

The meeting of the Board of Trustees was convened at 4:12 p.m.

Chairwoman Irizarry welcomed everyone; and called the meeting to order, announcing that it was an open meeting. After the Pledge of Allegiance was recited, the Chairwoman recognized the guests, including Presiding Officer DuWayne Gregory and Legislator Kate Browning, and thanked them for joining the meeting. She also thanked the many staff members, faculty and administrators that were present. Ms. Wickliffe-Campbell introduced two other guests from the SUNY system, Dr. Jason Lane, who oversees the office responsible for the review of all programs across the 64 campuses regarding development and implementation of key academic agencies and policies that support the Strategic Plan, and Dr. Fred Hildebrand, the lead program reviewer for Suffolk County Community College. The Chairwoman explained that Dr. Hildebrand is in Dr. Lane's office, and is actively working with the campuses to align their programs with the SUNY trustees seamless transfer initiative. The Chairwoman welcomed everyone to the meeting and asked Dr. Lane to give the first SUNY seamless transfer presentation.

Dr. Lane said he was delighted to be there in his administrative role and have the opportunity to talk about student success, in the framework of the seamless transfer policy the SUNY Board of Trustees passed a couple of years ago. He said this work is near and dear to his heart, explaining he is also a professor at the University of Albany in education policy and spent his academic career studying the success of

students, figuring out how to make sure higher education provides them with the success they need. He said he wanted to talk about some of the policies that are in place that he hoped will further improve the success of the students.

Dr. Lane explained that SUNY was created more than 60 years ago under Governor Dewey and was later expanded under Governor Rockefeller. He said one of the goals of SUNY is to find ways to ensure students move seamlessly throughout the system so they can take advantage of all the opportunities SUNY has for them. Dr. Lane acknowledged there are many barriers for getting students into and completing college, including student debt and the amount of time it is taking students to get through college. He said the goal is for students to be successful and happy. He said he would demonstrate the traffic patterns of students moving through higher education and the tenets of seamless transfer before turning the discussion over to address what is happening at the College specifically. Dr. Lane pointed out highlights from a lot of data, first noting that more than half of the students that graduate with a bachelor's degree from SUNY have transferred at least once in their career, meaning they have attended two colleges before earning their degree, very different from the experience students had forty years ago. He stated at the associate's level, at least a third of all students who completed the degree transferred at least once. He pointed out that the pie chart shows that students transfer in a number of different ways. He said about 40% transfer in the way one would think they would, two year to four year, a typical vertical pattern, with the community college structure set up where students can go for their baccalaureate program if they so choose. But he noted that 23% of students move from four year to two year institutions, reverse-transferring from a baccalaureate program after figuring out that is not the place they want to be at that time. He said about 84% move from a two year to a two year institution. He stated this data shows all of the SUNY institutions are both senders and receivers, with students "swirling" through their higher education and not just progressing lockstep. Dr. Lane showed a map of what this transferring looks like beyond SUNY, with people from other countries and other states transferring in.

Dr. Lane stated the seamless transfer policy came from this recognition that students experience higher education in different ways and we should try to accommodate that to provide students with the opportunity to be successful achieving their associate's degree and later on their Baccalaureate degree. He explained the basic tenet is that in the first two years they should be able to complete their SUNY general education requirements, which is seven to ten areas with a total of 30 credits, for all A.A. and A.S. degrees and all baccalaureate degrees, and that students also be able to achieve a significant number of foundational credits in a discipline area that they hope to major in when they transfer into a four year program. He said transfer caps were established to reduce the number of credits they need to attain a degree, 64 credits for associate's degrees and 126 for baccalaureate degrees.

Dr. Lane said one of the tools necessary to ensure guidance and student success is the implementation of Degree Works, a degree-wide audit system that all campuses are committed to. He explained the policy was adopted in December, 2012 and when it is fully implemented, expected for fall 2015, students can look at degree audits of other campuses and see how their credits line up with that campus, and what more they need to get their baccalaureate degree. He said the idea is to have students fully understand when they leave the College exactly what they need to be successful, or when they come to Suffolk, what they need to complete before they make the choice to come.

Dr. Lane presented some benchmarks, showing that SUNY's general education requirement is 30 credits. He explained that SUNY requires students to complete seven of ten general areas that it considers important, and two competencies. He said that every campus can implement what they think is important for their general education requirement, and that the SUNY is on the low side compared to a lot of other places, showing that the Tennessee Board of Regents requires 41 credits and Penn State 45, among others. He said research done about the importance of completing general education in the first two years showed that, for example in Tennessee, students who transfer from two year to four year institutions and have

already completed their general education requirements are 25 points more likely to complete their baccalaureate degree than those that did not complete the general education program, and that they have higher GPAs in general. He said Arizona had similar findings, and it suggested even if students completed their associate's degree but did not complete the general education requirements, they are no more likely to be successful completing a baccalaureate degree than students who had not completed an associate's degree. He stated this reinforces that being able to complete the general education requirements in the first two years has been proven very important for a student's ability to complete the baccalaureate degree. Dr. Lane added that another issue being researched is that students transferring from a two year to a four year degree on average take more than the minimum general education credits required but are only completing three or four of the seven areas they need to be successful. He said this meant they still had to pick up an additional three to four categories of the general education requirements, adding a semester or two to the time to complete the baccalaureate program.

Dr. Lane continued with the second major pillar of the policy, the ability to complete some of the major courses in the first two years and transfer those courses seamlessly into the receiving institution. He said it is important for students to become acclimated and take major courses early on as there is a lot of evidence that suggests the more major courses they take at that two year level the more likely they will be successful and attain a degree at the two year level, to transfer, and to be successful at the four year level.

Dr. Lane next addressed how SUNY comes up with the transfer paths, stating there are 52 which cover 95% of all transfer paths. He said they are still working on additional ones, and will accommodate any field that wants a transfer path set up, developed by the faculty and governance coming together on an online forum to discuss what the paths should look like. He said these paths are likely to evolve as education and the workforce is not static and where they are now is where they need to be in order to implement seamless transfer.

Finally Dr. Lane discussed the last pillar, the credit cap requirement. He stated there has been a lot of talk across the United States about increasing the number of credits for the associate's and baccalaureate courses. He said as things change, institutions add more credits without taking a hard look at what needs to be reduced or changed in the programs. He pointed out on the chart the states that have enacted either legislative policies or system policies, and for most of those, the credit caps for associate's degrees are 60 credits. He said CUNY also has a credit cap of 60 credits for their associate's degree. He said SUNY thought it was very important not to go all the way to 60, that there still must be some flexibility in the programming for the campuses to individualize the curriculum, so that is why the 64 credit number was set.

Dr. Lane explained that reducing the time students take to complete the degree, reducing the number of credits, will reduce the overall cost to the student and ultimately increase the success of the student. He said internal research done at SUNY's community colleges suggested that across the board, except for a few exceptions, programs with more credit hours meant students took longer to get through, but for those above the 64 credits, it was significantly longer. He said what was also interesting in the research was a lot of students took a lot more credits than what was actually required for their degree, and a main reason for that is student choice, wanting to explore, switching majors and that is important because students have to find themselves in college. He said the other side of that is making sure to provide students with the tools necessary to be successful.

Dr. Lane presented some aggregate numbers, for example, he said of the over 6500 graduates of the cohort of community college students, the students had taken 28,000 additional credits, which averaged out comes to around \$700 per person over and above what is needed to complete the program. He repeated that students who are in programs requiring less than 64 credits are more likely to earn an associate's degree, transfer to a baccalaureate program, and go on to get a baccalaureate degree than those

with more than 64 credits. He said SUNY tried to develop policy that is based on internal and external evidence that demonstrates what we need to help students get through college more quickly and allow them to transfer seamlessly, and recognize that the four year institutions need to accept the credits of the community colleges.

He continued by saying one of the other things SUNY found was that for a number of students at our community colleges, even though four year institutions were accepting their credits, they weren't counting them toward the major or general education credits, and the students still had to go an additional semester or two to fulfill the local requirements the baccalaureate program required. He state what this policy is about is, if a student completes this transfer path, they transfer as a junior and can complete that program in two years, without an additional six semesters or eight semesters, that those credits will transfer as part of the major, and students will be more likely to conclude the baccalaureate degree within two years without it costing more money.

Dr. Lane explained that full implementation of the policy requires that the campuses have the program in place by fall, 2015. He said more than 50% of colleges across the entire system were already in compliance and about 80% were within compliance or were within three credits of being in compliance, but for those that needed major tweaking, SUNY needed those by December 15th to have the chance to review them. He said next it has to go to the State Education Department for their approval, and the December 15 deadline is to make sure students have the opportunity to take advantage of seamless transfer by fall of 2015. He emphasized the importance of thinking ahead as to how to advise students for fall 2015 classes, even though it's a year ahead, to know what the curriculum is in order to advise them properly. He offered to discuss any point raised or answer any questions, and Dr. McKay turned the meeting over to the Board of Trustees.

Legislator John Kennedy had joined the meeting; Chairwoman Irizarry welcomed him and Dr. McKay congratulated him on his new position as Comptroller.

Chairwoman Irizarry asked for clarification on whether, upon completing the general education requirements in the first two years, success translated into less time in the institution that the student is transferring to, or are there other criteria? Dr. Lane responded that the way the research was measured in this case was students were more likely to achieve bachelor's degrees. The Chairwoman asked if that meant that, among the students that didn't complete those requirements, drop outs were seen. Dr. Lane said there are much higher levels of dropouts in students that did not complete the general education. Dr. McKay added the research also shows that students who start in community college tend to persist in larger numbers than students who went to a baccalaureate institution initially, so there are two levels of data to deal with. He said another aspect is, as the chancellor mentioned, the system spends \$7 million in remediation. He pointed out that the College is an open access institution, unlike some institutions that are doing closed enrollment, and the College can't be compared to those institutions.

Dr. McKay said Dr. Lane had outlined what the College has not done in over 50 years, and now has a chance to have the faculty in the disciplines take time to really work together to determine what needs to be done to meet the obligation of SED and the State University of New York. He stated if there is a waiver required, the College will submit that, and he said all twelve programs submitted were rejected because there were more credits in the programs than were required for students to graduate. He recalled that Trustee Morgo mentioned something similar at the last meeting, asking why the College was having students take more credits than needed or than is required by the State of New York and the SED, and that the Board and College community needs to discuss this. Trustee Morgo said he had asked, with finances being as they are, why have a kid pay for a course that is not going to be accepted by the school he's transferring to?

Trustee Lindsay Sullivan thanked Dr. Lane for the clear presentation and asked for clarification on the point that the student is more likely to attain a degree if their major is determined in the first two years. Dr. Lane said they will have taken courses in the major they are transferring into, usually three to five courses, so they're more likely to be successful. Trustee Lindsay Sullivan asked if the student is able to do that with the Liberal Arts degree and Dr. Lane said yes, even the Liberal Arts degree will align in some areas. Dr. Hildebrand added many of those are foundational courses, and if they haven't taken the foundational courses, they are less likely to succeed as they get to the higher levels, that faculty must identify which foundational courses are needed for completion of the baccalaureate.

Dr. McKay said that is why the College looks at the D, W, M's and I's in the Title III grant, there are students who are not persisting and not passing and the College has a Title III grant to work on that. He agreed with Dr. Lane that when that issue is addressed, those students persist and pass and graduate and transfer. He asked the academic chairs at the meeting to share what they have done regarding remediation, with 58% of students testing into remedial work in math.

Professor Jerome, the mathematics academic chair, said for quite a few years now he worked with Hampton Bays School District and Trustee Denise Lindsay Sullivan who is the assistant superintendent of curriculum and instruction there, and they developed a strong partnership. He said they started by having a discussion and a thorough look into the success rates and remedial placement of the students coming out of the Hampton Bays School District, and collected data and developed a partnership to address remediation at the high school level before the students got to the College. He recalled when they first started the pilot program, 65-68% percent of the students were placing in developmental mathematics, and through a strategic approach to remediation at the high school, the remedial placement went down to 25% the last time he looked at it. He stated it does work and is important that the high school and College work in partnership. Trustee Lindsay Sullivan added from her perspective and experience with seniors, they're not working very hard in their senior year.

Chairwoman Irizzary agreed, but said the issue at hand is the 64 credit cap at the College. She said the remediation is a very important issue so students come better prepared and can finish faster, if they don't have to take so many remediation classes. Dr. McKay said students are taking courses in Excelsior and in the high school, and the College needs to deal with not just what happens at Suffolk County Community College, but how we can work with the high school systems. He said it is important to listen to the high schools and asked Professor Jerome or Professor Reissig to add input.

Professor Reissig thought there was some end-around connection to the 64 credit issue, for example a computer science major taking calculus needs to take algebra then pre-calculus, courses above and beyond the 64 credits, and which are not required by the major because they were not taken in high school.

Mr. Koukounas added it's the same for a business degree where some institutions require a strong math background, including calculus. The Chairwoman said the issue is, will students needing this type of remediation or foundation be able to finish in two years and transfer or complete that associate's degree knowing that they need all this remedial work?

Trustee Lindsay Sullivan agreed, saying a student taking two or more remedial courses is not going to complete a two year degree. They are taking courses they're paying for but not getting credit for. The Chairwoman repeated the student will have the 64 credits plus the remedial classes that won't count toward their degree.

Mr. Koukounas said he had discussions with the Bay Shore and Central Islip schools, and they are trying to reduce the remedial work students need to do when they come to the College. He said one particular

strategy is to allow the students to take the placement test in eleventh grade, and based upon performance they would be asked to take subsequent courses at the high school level. He said if they satisfy those requirements, they can come to the College, if they don't, they won't be allowed to take the test in order to come.

Trustee Morgo commended everyone for coming, noting the big turnout. Regarding remediation, speaking from his former position as adjunct and teacher of a foundational or remedial English course, he said if a student is not prepared for whatever reason, they have to take the course and if it doesn't count, it made sense to him because it's something the student should have had before they came in. He said he didn't think there is much the College can do about that. Mr. Morgo asked the President about his statement that the College will comply with the 64 maximum credits by December 15th and submitted the programs to SUNY in some way that it could conform and comply. Dr. McKay clarified that was not exactly true, that in June, 12 programs were submitted and all 12 were rejected because they were over the limit and had courses that SUNY felt were not required to award a degree. Trustee Morgo said the question really is what were the courses that SUNY felt were not required? He asked if they were Phys. Ed. courses.

Dr. Pedersen stated they were all denied primarily for Physical Education, but that it wasn't simply Physical Education that they were looking at, that in the courses, most of them were local requirements they thought were over and above what was necessary for the degree. Trustee Morgo asked if it was Phys. Ed and some Liberal Arts courses as well, and Dr. Pedersen answered it was primarily those. Trustee Morgo asked if the reasons and arguments in favor of those courses were taken up with SUNY to try to get agreement between the College and SUNY, and whether the arguments were made on a course by course basis.

Dr. McKay stated SUNY guidelines in regards to how the waivers were going to be applied and how they're reviewed were sent out to the Board and the entire College community that day. He said the important thing is to talk to the faculty and staffs in the disciplines to have them do the necessary work. Trustee Morgo asked if he meant to make the arguments. Dr. McKay answered both that and to look at the program and see if it's still relevant, something the College has not looked at in so many years. He repeated the important thing is for the disciplines to make the decision and recommend up through the process.

Trustee Morgo pointed out there wasn't a lot of time and Dr. McKay agreed, but said it has to go through the standards and curriculum. He said it is also important for the President and Vice President of the College to look at the recommendations going forward, as there may be times when the departments want to see certain things in the program when curriculum or standards may say no. He said there needs to be a discussion between those bodies, and that is going to take some time. Trustee Morgo asked how many courses are involved. Dr. McKay asked Dr. DeLongoria to provide a list of the programs that are in compliance, the ones that are close.

The Chairwoman reminded Dr. DeLongoria the letter of intent was November 15th. Ms. Browne said the 14th, last Friday. She said they have a rundown of what they have to date, and also for December, noting there is a difference between a major revision, which Dr. Lane talked about and which are due in December, and minor revisions which can be handled through the College's internal process and is faster than the state. She said they can handle most of the revisions in the internal process.

Dr. DeLongoria explained there are 77 programs and program options at the College, of which ten are already in compliance and one is slated for discontinuance, meaning there are 66 programs/program options to look at and revise. She clarified there are some programs that have several options within them and these are not separate; they go together. She said there are three programs that have four program

options that need major revisions, and these are the ones the College needs to get to SUNY as quickly as possible; one has already been submitted to SUNY.

The Chairwoman asked for the names of the programs, and Dr. DeLongoria said the Construction Technology program was already with SUNY, where the College more than met that deadline, and the Nursing Program with two options, day and evening, has already been submitted to the College-wide curriculum committee and is on the calendar for December. She said the third program, Automotive, is a single campus program and goes through a different process, the local campus protocol of department to campus curriculum committee to campus governance to academic affairs to the President. She said they are working diligently on drafting their proposal.

Legislator Kennedy asked whether the options the College is submitting in the Nursing Program would preserve the day and evening options, noting how it was so important to his wife and his daughter who attended Suffolk, and how the Nursing Program is prided in the community and actively recruited. Dr. DeLongoria answered yes, the options for the Nursing program is a curriculum that was prepared by the nursing faculty, not something that the College did arbitrarily. Legislator Kennedy clarified he was not suggesting that at all, noting it is a very rigorous curriculum and no nurse gets out typically with only 64 credits.

Dr. McKay commented that is why there were SUNY representatives there to speak to that, adding there is a process that talks about a waiver. The accrediting bodies concerns also have to be addressed. He said the statewide Nursing test scores are no longer used that now the College has to use another test score to get enrolled in the program. He said there are a thousand students that are going to be graduating as nurses and it's a very rigorous process. Dr. McKay said if the faculty for that program comes back and says 66 credits are needed and they have a compelling reason, he wants to advance that compelling reason after they have gone through the whole process from curricular to academic standing, through the vice president's office and then to his desk. He said for the first time the faculty has a voice in looking at the curricula, looking at what is required and making a recommendation forward and that is a very positive thing for the entire College. Dr. DeLongoria interjected that Nursing's proposal is at 64 credits.

Ms. Browne explained that one of the reasons for the major revision is that the nursing accreditation body and nursing profession on the Island wants to see A.A.S., the terminal degree, as an A.S, they want to see nurses transfer to a bachelor's degree so they had to change the general education requirements in order to satisfy the A.S. and have students transfer to the bachelor degree program. Dr. DeLongoria said the accrediting body is moving nationally towards the A.S. instead of an A.A.S.

The Chairwoman added that it was her understanding from the previous meeting that the A.A.S. program was not in the transfer path, that SUNY wasn't concerned if you were adding more credits because they're not transfer paths. Dr. DeLongoria said the 64 credit course does transfer. Chairwoman Irizzary said the other two programs are A.A.S. Ms. Browne confirmed Automotive is A.A.S. and said the College is trying to deal with a partnership on that one. Dr. McKay brought up the Toyota program, saying on the Ammerman campus, the program is training students that will go out and work in the field, and it is important to maintain it. He said SUNY is saying it has to get back on the 64 credits, but the Toyota program says we need one more lab hour. He said he asked the Chair to look into adding elements to the course without adding the hour, acknowledging it's not easy but the College must find a way to meet the requirements, and if there is compelling reason, he would be willing to pursue it and ask SUNY to take a look at it.

Trustee Morgo said on the Automotive course, the College made the appeal because it is currently not being accepted for transfer, but asked how many kids taking the course are transferring to a four year school. He said his opinion is if the students know they can't use it to transfer but still want to take it, it is

up to them. He said the Nursing program, specifically with the trend for a B.A. in Nursing, is something else. He asked if a student is aware, is he told, when signing up for a particular course, that he will not be able to use that for transfer if he is transferring to a four year school. Dr. DeLongoria replied the advisors that work with the students are very clear on what courses are required within their program, as well as advising them that financial aid doesn't really cover something that is not attached to the degree program.

Dr. McKay said what Trustee Morgo asked about the students being aware some classes will not be transferable goes back to Degree Works, where students can plug the degree in and see across the line what will or will not be accepted. Trustee Morgo said so the answer is yes, they do know. Dr. DeLongoria stated they are advised.

Dr. Lane stated that even though the A.A.S. is not a transfer degree, there are an increasing number of students in A.A.S. programs transferring into baccalaureate degrees, that somewhere in that process they may not have thought they would transfer, but now decide they do want to transfer into a baccalaureate degree. Dr. DeLongoria said many times those students don't go in as a junior, because the original intention was not to transfer and they had already taken the courses that don't transfer. She said at some point they share with an advisor they wish to transfer and are told some courses will not transfer, and some may transfer into open electives if there are any, but the student still does not go in as a junior.

The Chairwoman asked, since they cannot do it on their own, is there a program out there that they can plug in what they have and see what is transferable. Dr. Adams answered the College is in the process of implementing Degree Works and students will have the ability to go online and look at the five transfer paths and look at the SUNY institutions that are there, and they hope to be able to teach students to do that through new student orientation. The Chairwoman wanted to clarify that at the moment this process is done through advisors, and Dr. Adams confirmed it is done through the counselors and faculty advisors.

Ms. Browne explained that the faculty is in tune with the discipline requirements, and it is a work in process as they see the disciplines change and start moving in that direction. She stated these revisions are not the end of the line.

Trustee Lilly asked, as SUNY is demanding 64 credits and Toyota wants 71, whose accreditation the automotive program is based on, Toyota's or SUNY's? He brought up the point that like Culinary, sometimes students don't make it to the end but they're still successful because they went out into the field and got jobs. He said if the Toyota program is saying they need an extra lab hour because cars are changing, is the College following SUNY just because SUNY is telling it they want 64, or should the College be following the industry that is telling it what is needed. He said he never really looked at his mechanic and asked him if he went to a four year SUNY school, but his accreditation or symbol is more important.

Dr. McKay said we are not the only college offering automotive programs, and SUNY has a benchmark. He asked Dr. Lane to comment on when there is a compelling argument on why we need to do something. Dr. Lane said the benchmark is 64, and that is where SUNY wants those programs to end up, particularly in the College's A.A.S. and A.O.S. degrees where it has a provision in place to provide a waiver for some of those programs if there is a proven need to respond to the industry needs. He said if there is an accreditation agreement, the value of the program won't be jeopardized. He explained that if a program shows it needs more credits beyond the 64, many times they can find in the curriculum some credit hours that can be reduced and so they will consider a waiver, while still trying to bring the credits down to as close to the 64 as possible and still being responsive to industry standards.

Dr. DeLongoria said the Automotive program brought them down some and is looking at creative options to meet Toyota's request and still have as close to the 64 credits as possible, like perhaps the certificate option for the Toyota completion, which is just in the talking stages now.

Trustee Pontieri expressed concern about the practical side of the issue, asking what the College's status is in terms of the state and deadlines. Trustee Morgo's view was that student success, as Dr. Lane so often repeated in his presentation, was what the Board cares about, and repeated that the student in the Automotive program is doing it for the two year certificate and transferring to a four year college is not a big deal. He agreed that the Nursing program example is a good one because of the B.A., and the College needs to address what will give its students the best ability to seamlessly transfer to a four year SUNY school. The Chairwoman stated that is the focus of the presentation, the College status on these particular issues. Trustee Morgo asked Dr. DeLongoria not to go course by course but just tell the Board where the College stands.

Dr. DeLongoria said the ones she talked about are the ones with the major revisions, and there are 53 with minor revisions that are not under the same time line. She repeated to get the Board refocused that here are three programs with four program options that are major revisions, one of which is already submitted to SUNY, one program with the two options that is calendared for the College-wide curriculum committee, and one program in the draft phase of development. She added there are two programs that have nine program options, technically minor revisions, but they still have to go to SUNY and State Ed. because of the program registration issues. She said one program that has the four program options, Social Sciences, has actually submitted two letters of intent to make minor modifications and are expected back. She said the Humanities program has five options and there is a draft proposal for that, and the departments are in the discussion stage because there is one transfer cap issue that they need to resolve. She stated those are the ones affected by the revision deadline.

The Chairwoman summarized that the December 15th deadline is to submit a plan to SUNY as to how the College is going to address major and minor modifications, whatever they might be, as required by SUNY. She said exactly what the Board just heard is what will be submitted, then the College would need a list of the programs on the compliance side to send to SUNY as well, but there is work to be done with the faculty and the academic chairs on the programs. She said Dr. DeLongoria and Ms. Browne will work with the faculty in the disciplines. Dr. DeLongoria made it clear every one of the College's programs is working on some stage of this revision.

Trustee Amilcar asked if only academic chairs were involved in that or were faculty, and Dr. DeLongoria replied it was everyone. Trustee Pontieri asked if there is a common thread within the programs that needs to be modified; Dr. DeLongoria answered with Humanities, there is one course that is in discussion because it's a program that will affect all three campuses. Dr. Browne said it was a Composition course. Trustee Pontieri asked Dr. DeLongoria and Ms. Browne if they were confident the 26 courses will have plans to submit to SUNY by December 15th; Dr. DeLongoria answered yes.

Trustee Sanders said she was privileged to hear of lot of the details in the student success subcommittee meeting, and she asked Dr. McKay to explain the second phase, implementation, and the level of confidence about implementation by December 15th. Dr. McKay replied the programs that are going to be reviewed by the disciplines in the departments will have the vote within the department on what changes are required, based on either what the 64 credit limit is, or filing a waiver along with the vote if they go above the 64. He said it is a campus based program by campus curriculum and the board of governance and then it goes up to the vice president, but if there is an academic standing issue, that is a whole other process.

He said it depends on how the programs will look at themselves, for example, Nursing, which is above the 64 but is an outside accredited body that requires certain courses to be met. Dr. DeLongoria repeated their proposal is 64 credits.

Trustee Sanders clarified that she wanted the framework for the implementation time line, not the details, citing the upcoming course catalog, the publications, and getting students get prepared for registration. Ms. Browne answered they are working with Dr. Adam's unit across the board to make immediate change in the College's online catalog to get ready for the fall implementation. She said the College is using its online catalog because the print catalog will be outdated with the number of revisions that are going to go through. She added other folks on Dr. Adam's team that manage the degree audit system are already expecting the changes. Dr. DeLongoria said in addition they are working with governance and with the committees who have shared their dates with them and who have been accommodating in holding additional meetings to move things along the process. Trustee Sanders confirmed the online template is there and the details can be simply dropped in. Dr. DeLongoria added that the students who are already enrolled in those programs where degree requirements change will have the option to go into the new curriculum.

Dr. McKay asked Filiz Turhan to comment on how the shared governance process works.

The Chairwoman interrupted and said Legislator Kennedy had to leave but wanted to say something before he left. Legislator Kennedy said he had a request, an offer, and an acknowledgment. He said the request is for the Board members to take a look at Legislator Browning's bill and contemplate modifying the College's contracting requirements when it comes to letting contracts, which provide a lot of work and opportunity for trades across the board. He acknowledged the longstanding partnership with the Board resulting in substantial capital improvement and significant growth throughout the College's three campuses but that some things have gone off on a different path, and some contractors are now posing as union contractors that are utilizing what, in his opinion, are a fictitious apprenticeship programs. He said Legislator Browning's bill would require some modifications to the apprenticeship language in contracts, including the requirement that the College have apprenticeship graduates.

Legislator Kennedy then made his offer, saying having been elected as comptroller, he was now in a position where he would continue his strong advocacy of internships by formalizing an arrangement with the College's finance and accounting program so accounting students get the opportunity to do direct on-site work for on-site credit and maybe do it within the 64. He said it was an acknowledgement that the College does great work. Trustee Canary asked for the IR number on that bill and Leg. Kennedy answered it is 1866.

Finally Leg. Kennedy acknowledged the Board and Dr. McKay for keeping their doors open to him, and that it has been a great collaboration, that Dr. McKay has been a real diamond.

The Chairwoman turned the meeting back to Ms. Turhan, who introduced herself as chair of the Ammerman senate. She said the College has a robust governance system and they have done quite a bit to help move this process along. She said a resolution that came out of the academic standards committee is to reduce the required freshman seminar to a minimum of one credit from its current 1.5. She stated they also recently passed a resolution to reaffirm faculty purview over curriculum as a way to reaffirm it is their responsibility and they take it seriously and would like to see it through. She said meetings, education and workshops sponsored with the administration were getting news across College-wide and making general active outreach to the chair and faculty members, and they would be hosting a state-wide meeting with the faculty council of community colleges to share with colleagues in other colleges and understand what is going on. She said in the future she anticipates more involvement with the curriculum committee's work, governance committees that are staffed by regular faculty members who devote many

hours to get this job done. Ms. Turhan said they plan to communicate with them and all College constituents about what that process is, and she believes the College administration continues to support that process, one that has been established for years, with college faculty as the staff that determines the curriculum process, and makes sure it's carried out correctly. She said governance will be reading these proposals that will take into account all the varied criteria talked about, and will be scheduling additional meetings of the governance bodies and curriculum.

The Chairwoman returned to Trustee Pontieri's question of where the Board of Trustees stands in the process of making sure that compliance is met, and whether they would be approving or making recommendations. Mr. Turhan answered no; they don't come to the Board as long as they're in compliance. Dr. McKay added if there is a major curriculum change they would have to come before the Board because it involves faculty, personnel, and like with Middle States, the Board will be kept advised and informed along the way. He said that is why this special meeting was called with SUNY, faculty governance and his staff present to advise where the College is in the process. He said the College will work within the deadlines as they have in the past, noting the SUNY requirement has to be met by every institution, not just Suffolk.

Dr. McKay said Ms. Turhan and he are the two individuals who will speak on behalf of the institution in regards to the work the College is doing. He said it has been a difficult period for the College to handle all the things it is dealing with when the faculty is teaching, doing their regular jobs. He asked that the Board trust the faculty and staff of this institution to get the job done. He wished his colleagues from Albany a safe flight and said he would work very closely with them, telling the Board these are the gentlemen who will be reviewing any requirement for a waiver in case there were any questions.

Trustee Morgo stated the reason they as a Board asked for the special meeting was that there was concern because of the deadline, and particularly concern about student success and student finances. He stated he now felt more confident that the College has the situation under control. Trustee Morgo said listing the seventy-seven issues and giving tangible examples of what is being done is worthwhile. When he asked Dr. DeLongoria if she was confident that they will have it completed by December 15th, she stated yes. He noted that doesn't mean SUNY will accept it. Then there will be a back and forth and hopefully a resolution will be arrived at.

Chairwoman Irizarry agreed and recalled the September meeting, where the conversations indicated that they were going to be asked by some type of direction as trustees. Later at the meeting in October, when she asked the same question about being able to meet the deadline, it sounded like a definite maybe. Based on those conversations the board decided they needed to have a special meeting to reassure them the College will be in compliance with SUNY and the students will be successful because the College will meet the requirements. Chairwoman Irizarry was happy to hear the administration, faculty, governance and all of the constituencies participating in the process were meeting with success.

Trustee Morgo stated Dr. McKay had struck a nerve when he said "trust us." He said he believed all of his colleagues do indeed have the highest respect and are impressed with the College. He then quoted former President, Ronald Reagan, when he said "trust but verify" and stated it was their job to say yes they do trust him.

Trustee Canary thanked all the faculty and administration for doing a "yeoman's" job. He stated he too felt very confident that the College was rising to the occasion and will get the situation under control. Trustee Canary thanked Dr. Lane for coming down; and his presentation. He indicated he was the district director for State Senator, Phil Boyle and asked Dr. Lane if he felt he had the resources up in Albany on the SUNY end to help the community colleges meet this time frame. He noted he would have no problem going back to Senator Boyle and asking to help fight for more resources.

Dr. Lane stated they could always use more resources. He stated he has been so impressed with the system and how hard they work toward student success, but it is a fight every day to make sure SUNY has the resources necessary to provide the students what they need. He noted the community colleges absolutely need more support, they dealing with students, many of which need additional help. The system is now dealing with how to get its core programs to be successful. The more help they get from the state legislator, the more helpful it is.

Trustee Pontieri requested a motion to adjourn. Trustee Alvarez-Groneman so moved. Trustee Sanders stated she had asked a student to come in and stay a few words about his experience at Suffolk. Trustee Sanders stated the Urban League of Long Island has been working with the College. She stated the College starts way before students get to the College doors, through some of the programs and partnerships the Urban League of Long Island has had with the college for years. They have worked with Norm Daniels in the multicultural affairs, and Daphne Gordon in the entrepreneur center and Victor is one of the recent students enrolled at the College and she felt it was important for him to come and say a few words about his experience and about what he is doing at Suffolk. Victor introduced himself and stated he worked with the with the multicultural affairs office, and they gave him a chance to experience what the office goes through, what the student activities office does to help service students in the community. He enjoyed the experience and hopes that the rest of students get to experience what the Urban League has done to enhance their view of the College. His experience has encouraged him to go into the higher education field.

Dr. McKay addressed Victor and stated through education comes transformation and economic empowerment, he told Victor “you control your destiny”.

Chairwoman Irizarry stated there had been a motion to adjourn the meeting which was now approved. With no further action, the meeting of the Board of Trustees was adjourned at 5:40p.m. The Board of Trustees next meeting is December 4, 2014 at 4:00 p.m. in room 114 of Captree Commons on the Michael J. Grant Campus, in Brentwood, New York.

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Respectfully submitted,

Bryan Lilly
Secretary