



June 12, 2008

PRESENT: S. Batistta-Provost, D. Baxter, I. Benz, T. Ciambor, B. Connell, M. DiSano, J. Downer, G. Dutter, M. Ernsthause, S. Fess, M. Fine, E. Grissing, S. Hagreen, N. Karolinski, R. Kennedy, D. Leach, A. Leopard, S. Murphy (Secretary), H. Pierre-Philippe, E. Ripton, D. Shaw, D. Smith, A. Striegel, J. Thompson, T. Tugel (President), C. Wendtland, H. Wheeler (Vice-President), W. Willard, H. Wynn-Preische, W. Yanklowski.

ABSENT: J. Alas, P. Bishop, C. Boettrich, M. Ewanechko, S. Forsyth, M. Fugate, K. Huggins, A. John, D. McConkey, J. McKenna, M. Murphy, J. Nelson, P. Ornt, P. Peterson, T. Schichler J. Striebich, J. Waasdorp, P. Wakem, S. Weider, S. Wexler.

GUESTS: K. Affleck, J. Bartkovich, K. Baxter, M. Boester, S. Cable, C. Clarke, K. Collins, C. Cooper, D. Cox, C. Downing, C. Guess Bardques, R. Degus, R. Rezabek, S. Salvador, R. Shea, A. Tippett, P. VanKirk, J. Wadach, J. White

I. Meeting called to order: 3:34 p.m.

II. Guest: President R. Thomas Flynn - President Flynn thanked the Senate for the invitation to speak at the meeting. He spoke first about the presidential search. At the Board of Trustees meeting, during the executive session without violating the confidence of the executive session, there were not enough votes to reconsider any of the 2008 presidential search finalists. The Board spent the rest of the time on how to move forward with hiring an interim president. At the present, Mr. Guon, Board Chair, and some other board members are talking to individuals that are interested. There will be a special meeting prior to the August meeting, probably in July, during which an interim president will be named. He anticipates that the interim will have a one year term or until a new president is appointed. The Board's intention is to move forward with a new search. He expects the new search process to begin, publicly, as early as November. President Flynn stated that many people are still interested in the president's position because it is one of the best in the Untied States. It's just a matter of making some changes so that people will apply for the job. SUNY will be involved from day one and will be watching closely. President Flynn will be here until August 31. He will be around in the fall on special projects.

The reason the presidential search has garnered so much attention is because of the status of the College and that is something to be proud of. Some community colleges have similar search issues but it is not as well known. It is a big issue here because of the quality of the institution and the role MCC plays in the community. Recently while on the Bob Smith show, President Flynn received many positive comments from callers about MCC. He stressed that faculty and staff have to be aware of the fact it's not just every day that we work with the students and change lives but we do it for a lifetime, for them and the community.

In the last 9 years, together, MCC has accomplished so much: many new academic programs, which the Senate has been actively involved in, such as distance learning which has really blossomed. MCC opened the Public Safety Training Facility, the Homeland Security Management Institute, the Agriculture and Life Science Institute. There are also new facilities: campus center, residence halls, the Wolk Center for Nursing, opening this fall and the new athletic facility will open this fall. MCC has continued enrollment growth. MCC has a financial balance that is unsurpassed by any community college in the state and the lowest tuition of any community college in the state, giving the best access possible to a college education.

Since he has been president, at least half the faculty have retired. But with this loss of great talent came new talent. President Flynn thanked the Faculty Senate for working so closely with the Office of the President these last nine years. He was grateful for the cooperation he received from the Senate on any issue. The accomplishments of the College happened because of the great working relationship. He thanked the Faculty Senate presidents he has worked with the past nine years for their leadership and support: Ray Shea, Donna Cox and Terri Tugel. President Flynn asked that we never forget the impact we have on individual lives. Conversations are never with one person. It's going to be discussed at the dinner table that night, or discussed at the workplace the next day. Faculty are revered by their students. Whatever it is that is taught to students gets enhanced as they have conversations. If it has been a positive thing, it is told positively in attitude. But if it is a negative thing it gets enhanced also. The impact of teaching and advising over the years is far reaching. The Faculty Senate presented President Flynn with several memorable gifts.

III. All College Meeting

Question and Answer session:

Q. With the appointment of the interim president, is it possible the Board of Trustees could go back to the original slate of candidates?

Flynn: They could but I don't think they will. SUNY has a slate of people who agree to work as interim.

Comment: I would second what Tom said and thank Terri for her leadership. My hope is that she continues with that with this Presidential search. I know that as a faculty and as a Senate we need to make a decision on how best to proceed. We can't just ignore it and I don't know where to go from here. But I trust that the Executive Committee will continue to carry on the battle.

Tugel: We have been fortunate that the faculty have been involved. Faculty have let their voice be heard. It hasn't been too difficult at times to figure out the direction the faculty want to go. We would appreciate hearing from the faculty the next steps or things to consider such as alternative courses of action or other Senate initiatives or issues beyond the presidential search.

Q. You brought up at an earlier meeting, and I hope that in the next year we can look at the availability of support services throughout the entire time we are actually teaching on campus.

Tugel: That is on our list for next year. As we expand our academic day we need to look at the support services and student services and make sure they are available.

Q. Is there some way the Board of Trustees minutes could be put on the website and if there is way to advertise the meeting?

Tugel: The date, time and location of the Board of Trustees meetings are posted on the website. One thing we have discussed along with the Faculty Association is that it is important to have faculty show up at Board meetings. The next regular meeting will be in August. We request that for the next year the meetings be held in a room that accommodates a large crowd. We expect faculty in large numbers to continue attending the meetings, especially when the search begins again.

Flynn: I have asked Terri to meet with me over the summer. Mr. Guon has asked me to put together information on how we could establish the search procedure and the process so that we don't have a repeat of what happened this year. I think there are things we can do that will prevent this from happening again. If the BOT wants to get good candidates in here changes have to be made. SUNY wants to see this done and they will be involved with this next search from day one. You will have the opportunity to put in your ideas through Terri. I want us to work collectively on this.

Tugel: In my conversations with Dennis Golladay, SUNY Vice-Chancellor of Community Colleges, came the assurance that SUNY will be involved. But I think we as faculty want to know what that involvement means. Does it mean that they will be at every meeting? Will they be moderating? We have heard of arguments and uncivil behavior between members of the board. How far will their involvement go? And at what point would board behavior be at the point that SUNY steps in?

Q. Was there ever a review of the previous search process we just went through by SUNY? Were there flaws in that process?

Flynn: The information related to the search process is well known.

Tugel: I had been told at the point, when Mr. Parinello asked the Board to stop the search due to a number of violations to the process, Dennis Golladay had assured several of us that SUNY did not agree with Mr. Parinello's statements.

Q. Given the Senate's position or the union's position, how and if, should we get involved with the call for resignations of the Board?

Tugel: I think the leadership needs to hear from the membership about this issue. As president of the Senate, my position is to represent the Senate membership as best I can. And there are costs and risks with the possible actions we take and we need to weigh our mistrust with some of the Board members versus our immediate priority of finding a president.

Q. Does MCC have any influence on the open seat on the Board at this time?

Clarke: By custom, the County Executive will propose a replacement, but the County Legislature approves it. One thing we can do as individuals is to encourage the County Legislature to select a new board member who is able to leave their partisan hat at the door. We could suggest that this would be an appointment that would get the majority approval by the Legislature. It's not clear if this is the direction that Mr. Zyra is going.

Tugel: Individuals are at liberty to express their opinion to Maggie Brooks (County Executive) and Wayne Zyra (President, Monroe County Legislature). The EC could make that request in writing to represent the Faculty Senate.

Q. Can SUNY get involved with the replacement?

Flynn: I don't think they would.

Clarke: People are encouraged to sign-up to make comments at the County Legislature meeting encouraging a bi-partisan appointment.

Q. Terri and Charlie, you both could represent us in making such a request, could you do that representing your respective constituents?

Clarke: The Senate, Students, CSEA and the FA have been clear that we are looking for individuals who are bi-partisan candidates.

Tugel: Check with the "DotherightthingMCC.org" website to get information about when that appointment would be made.

Q. What do you need from us to carry on?

Tugel: We need to hear your sentiments on calling for the resignation of Board members. How far do we want to go with that? Do we want to continue in that direction?

Q. What other actions can we take collectively?

Tugel: Options include actions such as calling for the resignations of the entire Board of Trustees although Board member resignations are not realistic. The faculty do not have the authority to remove Trustees from the Board. We could have dialogues with SUNY. We can monitor the Board as it is working with SUNY to

Q. Can the Board be fired or are they there until the end of their term?

Tugel: As we understand it, there are no procedures for removal of Board members unless they are convicted of criminal activity. We don't know all the answers but the leadership is interested in whether the Senate membership wants us to pursue these options or spend our energy otherwise.

Q. Do you need from us today a motion that says we would like you and the leaders of the other organizations to write letters to Mr. Zyra and Mr. Morelle?

Tugel: We can do that.

Motion: To direct the leadership of the Faculty Senate(working with FA and CSEA) to write a letter to M. Brooks, W. Zyra and J. Morelle describing what the Faculty Senate is looking for in their consideration of an appointment to the Board of Trustees.

Motion passed.

Q. Could we ask the leadership to sign up to speak at the August County Legislature meeting when the candidate for the appointment is discussed?

Tugel: Yes.

Motion: To request that the leadership of the Faculty Senate sign-up to speak on behalf of the Faculty Senate at the August 2008 Monroe County Legislature meeting when the agenda addresses the appointment of the Board Trustee.

Motion passed.

Tugel: I would encourage senators to talk with their constituents about what they believe the appropriate next steps should be and to pass along any ideas to the Executive Committee.

Clarke: Given that not everyone will be easily accessible during the summer, might it make sense that the executive bodies of the CSEA, FS and FA, find a common time where they could have a conversation about where we might go next?

Motion: To request that the Faculty Senate approve a meeting of the Executive bodies of the FS, CSEA, FA and student governments to collaboratively discuss “where do we go from here” relative to the presidential search.

Motion passed.

Comment: Even though the leadership will be working together, we as individuals should still write letters and attend the August meeting. This will have more impact.

Comment: With so many changes going on with the Board of Trustees, it would be nice if President Flynn can be involved with the presidential search after he retires.

Tugel: There are two main issues: 1. we are in need of a president, and 2. we have a serious issue with board members we believe have taken calculated actions and knowingly tried to manipulate a process to serve an agenda that was not in the best interest of the College. I am not sure we can put all of our efforts into both of these issues simultaneously. Do we focus on the composition of Board or do we focus on finding a new president?

Flynn: I will not influence what you will do. You have to do what you think is right. But at some point you will finish that. And it will be to your advantage to work positively, consistently, and collectively with the Board to insure that you will be part of the process. It is important that you are involved because this insures more success.

Tugel: I want to remind everyone of other undertakings and work the Senate has accomplished outside of the presidential search this year. We had many ad hoc committees: civility, probation/suspension. Classroom committee, student learning outcomes, Middle States General Education Recommendation Follow-up II, program review guidelines, search for Director of Counseling and Advising and the search for Assistant Vice President of Academic Services. We have reviewed resolutions: prerequisite enforcement, conferral of two degrees, senior auditors, policy allowing the change of a student initiated W to F, change in faculty awards We had several open hearings: smoking policy, peace officer, assessment and program review, search for the president and other searches.

IV. Announcements (T. Tugel):

- A. The vote of no confidence was held on May 29th. There were 553 participants from the College. The results were 546 voted for the motion and 6 did not support it and 1 abstention. There was a press conference held on May 30th where the results were announced and a joint statement read. Some faculty asked me how did the Senate go from a vote of no confidence to asking for the resignation of Board of Trustees’ members? When the leadership of the FA, CSEA and Faculty Senate counted the vote, it was decided to announce it as soon as possible after graduation. Some leaders would not be available the following week and there was a concern withholding the results would fuel rumors. The statement that was read at the press conference was drafted by the leadership of FA, CSEA, student government and Holly Wheeler, Vice President of the Faculty Senate and myself. Time constraints made it unrealistic to call a meeting to discuss this with faculty.
- B. Craig Rand has been appointed Interim Dean of Academic Service at DCC. There will be a national search for the position in the fall.
- C. I would like to thank the following retiring senators for their service to the Senate: Chris Boettrich, Kevin Eirich, Mary Ewanechko, Paul Wakem, Wanda Willard, Bill Yanklowski.

V. Approval of Minutes: Minutes of May 15, 2008 Faculty Senate Meeting approved as written.

VI. Action items:

A. Curriculum action item:

Resolution 2.6 Guidelines for Departmental Program Review-An ad hoc committee of the Curriculum Committee, chaired by Mike Boester, was formed to review the sections of the resolutions that addressed the program review guidelines. The ad hoc committee reported their recommendations to the Curriculum Committee. The Curriculum Committee then reported the proposal to the Executive Committee. An overview of the proposed changes was presented at the May Senate meeting .A complete electronic version was sent to all senators and distributed via the Tribune There was also an open hearing on June 5th at which there were some friendly amendments made to the original wording that do not change the intent of the guidelines. The proposal is to replace section 2.6 of the curriculum

resolutions with the new Program Review Process Guidelines previously distributed and amended by the open hearing friendly edits and remove from Appendices A, B, and C all references to program review. The new guidelines are attached to the minutes in Appendix A.

Motion passed.

B. Academic Policies action item-Resolution 1.2.1 Disciplinary Action

(A copy of the old policy and changes are attached in Appendix B)

Proposed new policy:

1.2.1 Advanced Standing Credits (2008)

Monroe Community College, through Academic Services and in consultation with academic departments, grants advanced standing credit for coursework successfully completed. Advanced standing credit is credit granted by Monroe Community College for college-level work completed elsewhere that is accepted towards completion of a degree program at Monroe Community College. Advanced standing credit includes, but is not limited to, transfer credit that is specifically awarded for successful completion of courses at another accredited institution of higher education. All advanced standing credits are transcribed by Monroe Community College as transfer credit. Students will be notified of advanced standing credits received. Advanced standing credit is awarded under the following circumstances.

- (1) Credit is granted for courses completed at another post-secondary institution which is recognized by an accrediting agency recognized by the U.S. Department of Education or Council of Higher Education Accreditation, (e.g., Middle States Association of Colleges and Secondary Schools, American Council on Education, etc.).
- (2) Credit is granted for courses completed at another post-secondary institution which is not recognized by an appropriate accrediting agency if credits from that institution are accepted by the reporting institution for that state on the same basis as from a fully accredited college or university.
- (3) Students whose cumulative average at a previous college was 2.0 (on 4.0 scale) or higher, may have all courses with grades of D or higher considered for transfer credit, provided the course is applicable to the degree program desired at Monroe Community College. Transfer students whose cumulative average at a previous college was below 2.0 will not have courses with D grades considered for transfer credit. A student may not receive transfer credit for any course with a grade less than C if the equivalent MCC course serves as a prerequisite course for any MCC course requiring a grade of C or better in the prerequisite course.
- (4) Courses bearing less credit at a previous institution than the course it parallels at Monroe Community College will only be given the number of credits earned at the previous institution.
- (5) Quarter hours of credit will be transferred as two-thirds of one semester hour; e.g., 9 quarter hours equals 6 semester hours.
- (6) Credit hours completed in the United States Armed Forces is granted as recommended by the American Council on Education (ACE) and are accepted up to the number of hours required by the degree program minus the 24 credit hours required at Monroe Community College.
- (7) Advanced standing credit will be reviewed on an individual basis for verifiable college-level learning acquired other than at Monroe Community College provided the work is applicable to the degree program desired at Monroe Community College. Credit for college-level learning acquired elsewhere will be based on guidelines established by ACE and the State University of New York. Amount of credit granted for non-collegiate

instruction will be based on the recommendations of the Vice President for Academic Services and the appropriate department chairperson. Students may incur a fee for certain forms of advanced standing credit. Sources for such advanced standing credit include but are not limited to Advanced Placement courses, department challenge exams and other competency-based exams, national standardized exams such as DAN TES and CLEP, ACE pre-evaluated credit programs, and portfolio credit for prior experiential learning.

Rationale

Portfolio credit for prior learning is increasingly becoming more common in colleges and universities like MCC, particularly as the number of adult students with significant life and work experience return to college. However, the current transfer credit policy does not include portfolio credit for prior learning and other types of advanced standing credit that are accepted by MCC (such as AP courses, CLEP exams, etc.), which the proposed policy incorporates.

The current policy refers to advanced standing credit in a number of sections but fails to define the distinction between that and transfer credit. Also, the title of section 1.2.1 in the current policy is "Incoming Transfer Credit." There is a subtle, but important, difference between advanced standing and transfer credits, as explained in the proposed policy. The proposed policy explains what is meant by advanced standing credit and that, for transcription purposes, advanced standing credits appear on the MCC transcript as transfer credit.

The proposed policy deletes information that is no longer relevant or applicable, such as SUNY's University of the Air. The proposed policy also simplifies the language in some sections. For example, item 9 in the current policy was modified to make the language more succinct and clear (as shown in item 5 of the proposed policy). Finally, to improve the flow and coherence of the policy, the sections on transfer credits from post-secondary institutions were moved to follow each other consecutively.

Motion passed.

VII. Standing Committee Reports

Academic Policies Committee – W. Willard

- A. As a result of the proposal to permit faculty to change a grade of W to F for academic dishonesty, a number of faculty offered comments and suggested changes to other sections of the disciplinary action policy (1.8.2). The suggested changes were approved by the Committee and Executive Committee and are being presented to the Senate for review and comment. The vote on the proposed changes will occur at the September 2008 Senate meeting.
- B. The Committee has discussed the recommendation to change Academic Policies resolution 1.8.3 (Procedure for Appeal) to permit two students to serve on an academic honesty Appeal Board, as was presented by student representatives at the May Senate meeting. Current policy states three faculty members and one student representative are to serve on the Appeal Board. Comparing that to Step C of section 1.9.4 outlining the members of the Academic Grievance Hearing Committee, four faculty and two students are to serve on the grievance committee. It does not seem unreasonable to expect the academic honesty Appeal Board to mirror the composition of the academic grievance committee. The Committee sought input from Student Services for comments and concerns on changing the composition of the Appeal Board to include an additional student and faculty member. Dr. Salvador is in support of these additions. According to Dr. Salvador, increasing the members would not hinder the Appeal Board from convening on short notice since faculty, staff and students are chosen from a pre-set pool and have previously committed to being available for a hearing. The suggested changes to 1.8.3 were approved by the Committee and EC and are being presented to the Senate for review and comment. The vote on the proposed changes will occur at the September 2008 Senate meeting.
- C. E. Ripton has presented a proposal to administration recommending that hard copies of final grades no longer be mailed to students. The proposal was presented to the Committee and EC simply for informational purposes. The Academic Policies resolutions state that grades must be issued to students at the end of the semester, with the Committee interpreting that to mean grades are issued by faculty. Since the college is responsible for disseminating the grades issued by faculty, how grades are disseminated is a procedural, rather than a policy, matter. Although the proposal to mail final grades to students does not require Senate approval, the Committee thought that faculty should be notified of this

possible change. If the proposal is approved by administration, it will be implemented starting with fall 2008 final grades. E Ripton added that grade reports will be mailed upon a student request.

- D. As indicated at the last Senate meeting, there have been concerns regarding the Dental Assistant Rapid Track (DART) program and MCC's residency requirement. Although the immediate issue as to what to do about the three students in the DART program set to receive certificates this past May was resolved, the next issue was how to fairly deal with the remaining 18 students currently in the DART program. As a result, the Committee carefully weighed a number of options and devised three recommendations. First, the Committee recommended that the EC address whether requirements for degree and certificate programs should be under the purview of Academic Policies and thus be included in the Senate resolutions. It has been suggested to the Committee that these requirements may not have been included in the Senate resolutions because graduation requirements have traditionally been considered a financial issue and thus under the purview of the Board of Trustees. Although the Committee agrees there are financial considerations in degree requirements, it also agrees degree requirements are not solely a financial issue. Committee members are in agreement that graduation requirements for degree and certificate programs represent academic standards of the College, and thus should be part of the Senate resolutions. The EC agrees with this first recommendation. Thus, the second recommendation of the Committee is that a Senate ad hoc committee be formed no later than early fall semester to determine residency and graduation requirements for degree and certificate programs -- whether they should be the current requirements stated in the college catalog, some modification of those, and whether various certificate programs should be exempt from these requirements. The Committee suggests the ad hoc committee have broad representation from various programs and constituents across the College. The third recommendation is that, until the Senate approves the residency and graduation requirements for degree and certificate programs developed by the ad hoc committee, the 50% residency requirement for certificate programs stated in the college catalog be waived for the 18 students currently in the DART program and for any student entering the program in the immediate future. The EC agrees with this recommendation and that recommendation has been conveyed to both VP Glocker and Dean Rinehart. The Committee is simply notifying the Senate of these recommendations so senators and their constituents will be aware of what will occur.

Curriculum – A. Leopard

- A. The Curriculum Committee has given final approval to:
1. Three Course Deactivations:
CD4S CE 220 Cooperative Education – Communication
CD5S BUS 182 Business Research Methods
CD6S HEC 215 Human Ecology Practicum
 2. Four Course Revisions:
CR6S MET 201 Drafting/Design III
CR7S MET 101 Technical Graphics
CR8S MET 122 Computer Aided Drafting/Design II
CR9S MET 202 Drafting Design IV
 3. One New Course:
NC32S OFT 175 Microsoft Outlook
 4. The Curriculum Committee has Posted 6/5/08 – 6/19/08:
CD7S OPH 101 Principles of Refraction I
- B. On Thursday June 5 Mike Boester, chair of the ad hoc Committee on Assessment and Program Review, held an open hearing on the proposed Program Review Guidelines to replace section 2.6 of the Curriculum Committee resolutions. Minor wording changes to clarify but not change the intent of the proposal resulted from the discussion. These were incorporated in the final proposal up for vote today.
- C. Please remind your constituents that the surveys distributed to departments in March soliciting input on the definitions of MCC's local general education areas are due in the fall on Friday September 26, 2008.

NEG – H.Pierre-Philippe

Senators were reminded to forward their committee assignment preferences. H. Pierre-Philippe.

SCAA – D. Shaw

A. SCAA's ad hoc search committee submitted to Janet Glocker ranked recommendations for the position of Assistant Vice President of Academic Services. The recommendations were similar to that of the Administrative Search committee.

B. The Committee reviewed changes in the reporting structure of the Agriculture and Life Sciences Institute, which will now be under the Academic Services division, reporting to the Dean of Science, Health, and Business. The Committee submitted our support of these changes to R. Degus.

C. The Committee decided to join with the Administrative Search Committee for the summer internal search for a new Executive Assistant to the President. The names of available SCAA members as well as teaching faculty who had been interested in serving on previous search committees were forwarded to the Administrative Search Committee Chair, Diane Cicero. I presented the Committee's year-end report to the Executive Committee.

D. I would like to take a moment to recognize the outstanding group of people who served on SCAA. Our charge was exceptionally demanding this year with, among other things, the Presidential search, and these colleagues put in an enormous amount of time while handling all matters with extreme professionalism.

The committee members included Mary Timmons, the original chair, Mary DiSano, Patty Ornt, Ted Ciambor, Ken Huggins, Joe Marchese, Jeff Thompson, and Paul Wakem. I'd like to thank them all for doing an extraordinary job and for working together so well.

Planning – E. Grissing

No report.

Professional Development – B. Connell

No report.

VIII. Student Announcements

None.

IX. Old Business

None.

X. New Business

None.

Meeting adjourned at 5:00 p.m.

Respectfully submitted,

Terri Tugel
President

Susan Murphy
Secretary

Minutes approved at the September 25, 2008 Faculty Senate meeting.

Appendix A

Resolution 2.6 Program Review Process Guidelines

(To replace the existing 2.6 resolution)

It is important to note that the comprehensive program review process of academic programs should provide the information necessary to stay current and provide the best possible education to students in the program. The process is guided by the shared governance policies of Monroe Community College Administration and Faculty. As part of the State University of New York system, the process also adheres to the recommendations for assessment by SUNY:

Each campus is responsible for overseeing the process through which the assessment of academic major programs takes place, following existing curriculum and governance procedures. Campuses and programs have maximum autonomy in the development of assessment plans for academic majors, and should include the input of faculty, professional staff, and students. (From *SUNY Guidelines for the Implementation of Campus-based Assessment of the Major* Revision: August 12, 2003)

Overview of Requirements

All programs should meet the following requirements in carrying out their assessment plan.

- Programs should complete one cycle of assessment every six years.
- Programs should include measures of student learning outcomes in their plans
- Programs should seek review of their final Program Review Report by an External Review Committee, including a campus visit and written report
- Programs should include in their plans some strategy for measuring change in students' knowledge and skills over time, specific to designated learning outcomes. (From *SUNY Guidelines for the Implementation of Campus-based Assessment of the Major* Revision: August 12, 2003)

Overview of Process

The following information is meant to assist in your process and the reporting of your Program Review. Basically there are seven steps in completing your review:

1. Obtain Program Review and PAL guidelines and establish committees
2. Collect and analyze internal data
3. Analyze written report from External Review Committee
4. Meet with Program members for discussion and recommendations
5. Write Program Review Report
6. Submit Program Review Report
7. Establish a committee to carry out Action Plan

Step One: Establish Committees and Collect Guidelines (Spring semester before Program Review)

This step provides the necessary foundation to build the Program Review. Knowing what needs to be accomplished and having all necessary resources in place will make the process run smoothly. It is particularly important to include the selection of the External Review Committee to avoid delays later in the review process.

A. Program Assessment Liaison (PAL)

Meet with Coordinator of Assessment to obtain guidelines, examples, and for information on overall process. (Contact Coordinator of Assessment for forms.)

B. Program Faculty and Staff Committee

PAL will establish a committee to

- Collect and analyze internal and external data
- Present results of analysis to Program members for discussion and recommendations for the Action Plan
- Evaluate the Program Review Report
- Submit Program Review Report to the Program Chair, and then to Program Dean for approval and signature
- Submit Program Review Report to Coordinator of Assessment

C. External Review Committee

The purpose of the External Review Committee is to provide programs and academic leadership with an at-arm's length, objective critique of the strengths and challenges of programs, so as to provide the basis for assessment.

Outside Accredited Program

For programs that are accredited by an external agency (e.g. Nursing) and are reviewed regularly for reaccreditation purposes by an External Review Committee whose membership is determined by a professional accrediting body, this agency may be considered to be the External Review Committee. If the accreditation review has occurred prior to the last SUNY Program Review, it may fulfill this requirement. A description of the agency, its review team, and a copy of the accreditation report and recommendations are necessary.

Non- Outside Accredited Program

The membership of External Review Committee for programs that do not require outside accreditation should be discussed between the Program/Department being reviewed, the dean (where applicable) and the campus chief academic officer or his/her delegate.

The ideal committee for

- A transfer program would include two members from institutions with high MCC transfer rates
- A career program would include two representative employers and two experts in the field

In general, External Review Committees should consist of not less than two (2) persons who have no academic, professional or other significant relationship to full-time faculty in the Program/Department, no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer group (equivalent to being in the same class and having similar program size, scope and statistical, or perceived reputational, ranking).

Responsibilities of External Review Committee

1. Review internal data and data analysis report supplied by the PAL
2. Make a campus visit to
 - Tour of Program facilities
 - Discuss Program Review Report with PAL and Program Review Faculty/Staff committee
 - Make recommendations for Program
3. Write a report to the Program Review Faculty/Staff committee to include at a minimum
 - List of names of the external reviewers and organizations they represent
 - Date of the campus visit
 - Assessment of the Program, including major strengths and weaknesses
 - Recommendations for the Program
4. Hold a follow-up meeting if necessary

Step Two: Collect and Analyze Internal Data (Fall semester of Program Review)

This step provides the broad view of the Program foundations, the components that provide the theoretical and practical structures of the Program.

A. Program Mission, Goals, Objectives, and Outcomes (Contact Coordinator of Assessment for forms.)

The mission, goals, outcomes and objectives form the basis for all decision making and general action in a program. As such it is important to be sure that each of these represent what is desired in relation to academic culture, process and product.

1. Review the Program's mission statement and describe its relationship to the institutional mission.
2. Appraise the Program's goals and objectives.
3. Explain the Program's learning outcomes and trace their relationship to course learning outcomes.

B. Program Design

The Program design provides the foundation for student success in the Program.

1. Review the program's catalog description
2. Describe the unique/innovative aspects of this Program
3. Evaluate the program's admission requirements
4. Analyze the program's degree distribution requirements
5. Justify any prerequisites and/or co-requisites in the degree program core requirements (courses specific to the program rather than general studies)
6. Describe how the Program satisfies the MCC and SUNY General Education requirements including specifics for the infused competencies (Contact Coordinator of Assessment for forms.)
7. Assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies
8. If the Program is accredited, describe the program's accreditation status and identify the accrediting agency
9. If the Program has applied for accreditation or the department plans to apply for accreditation, describe the program's accreditation status and identify the accrediting agency
10. Describe how Program related co-curricular activities advance the Program's mission and goals
11. Provide an organizational chart that shows the relationship of the Program to the rest of the institution (Contact Coordinator of Assessment for forms.)

C. Faculty

The quality of the faculty is critical to the quality of an undergraduate academic program. The qualifications of the faculty are useful to show the extent to which the faculty is prepared to fulfill the mission of the Program.

1. Provide a listing of full-time, part-time, and adjunct faculty assigned to the Program for the last academic year including: names, ranks, credentials, years of teaching experience, courses taught, release time, and overload
2. Describe the demographics of full-time, part-time, and adjunct faculty assigned to the Program for the last academic year
3. Analyze the percentage of courses taught by full-time, part-time, and adjunct, faculty assigned to the Program for the last academic year and compare to College averages
4. Explain how faculty professional development activities support the Program's mission and goals

D. Students

In the evaluation of the effectiveness of an undergraduate academic program, it is essential to consider the students it serves and those it might serve in the future. Student needs influence the design of the curriculum, the faculty to implement it, and the services to support it. The quality and success of a program depends upon the extent to which it meets the needs of its students.

1. Provide a student summary for the last six years including annual and aggregate numbers of: full-time students, part-time students, graduates, student demographics, and student/faculty ratios
2. Analyze demographics of students in the Program with that of the College geographical area of service– with the assistance of Coordinator of Assessment and Institutional Research
3. Describe the strategies for addressing the diverse learning styles of the students in the Program
4. Analyze the Program's enrollment patterns for the last six years
5. Evaluate any recruitment activities designed to bring students into the Program
6. Evaluate any orientation activities designed to introduce students to the Program
7. Analyze the Program's attrition patterns for the last six years
8. Describe and analyze any strategies used to address retention – if needed
9. Analyze the time students take to complete the Program

10. Analyze follow-up data on student transfer/placement for the last six years. Indicate year(s) data was collected and total number of student responses: percentage employed in the field, employed elsewhere, seeking employment, and continuing education

E. Student Learning Outcomes Assessment

Assessment of student learning upon the completion of courses allows the Program to gain information needed to determine strengths and challenges in curriculum. Over time these periodic assessments provide an institutional memory used in Program and course planning for maximum student success. (Contact Coordinator of Assessment for forms.)

1. Review the previous assessment of Program
2. Review any previous assessment of SUNY General Education and two Infused Competencies Outcomes
3. Describe any modifications made to the student learning outcomes in the Program since the last Program assessment
4. Describe the process the department uses to assess student learning
5. Describe how this process measures student achievement of Program learning outcomes
6. List major findings of this assessment of student learning outcomes done as part of the Program assessment
7. Identify what has been learned in methods of assessment that can be helpful to others as they conduct assessment of their program learning outcomes

F. Support Services

The academic and student services of the campus provide important support to the instructional efforts of the faculty. Furthermore, support services should contribute directly to the richness of students' academic lives.

1. Describe the academic advisement procedures and the way the department assesses advisement effectiveness
2. Describe supporting resources and facilities that are made available specifically for the students in this Program and the way the department assesses supporting resources and facilities
3. Describe services for job placement and/or college transfer
4. Describe student and faculty satisfaction with services that support the Program and the way the department assesses satisfaction

Administrative Support

An academic program exists within the context of an institution. The institution's leadership plays an important role in fostering a climate that supports innovation and goodwill through funding and other relevant support services.

1. Explain administrative support in funding and other relevant services for the Program, faculty and staff, students, and assessment
2. Analyze the process used to maintain and project necessary Administrative Support needed to meet Program goals
3. Describe any anticipated changes in Administrative Support needs in the next three years and assess the impact of those changes

Step Three: Meet with External Committee (Spring semester of Program Review)

The External Review Committee campus visit should provide an alternative way to see the Program. It should be used to add information to the assessment of the Program.

- € Send, prior to External Review Committee campus visit, preliminary Program Review Report (includes information from Step Two : Collect and Analyze Data)to External Review Committee
- € Conduct campus visit with External Review Committee to discuss preliminary Program Review Report and their recommendations

Step Four: Develop Recommendations & Create Action Plan (Spring semester of Program Review)

Based on the analysis of internal and external data develop recommendations that will then form the basis of an Action Plan. This Action Plan starts the process of Closing-the-Loop in the assessment process. Quite simply this means taking action that will allow your Program to maintain current strengths and to address current challenges. Critical to this process is that these plans are made on the basis of qualitative and quantitative data that is gathered systematically.

1. Analyze the External Review Report and its implications for the Program Review
2. Review former Program Review recommendations and Action Plan
3. Describe the major findings of this Program Review
4. Discuss both last Program Review Action Plan and new findings with Program members
5. Describe what actions will be taken as a result of this Program Review that will ensure the maintenance of current strengths and address challenges. (Contact Coordinator of Assessment for forms.)

Step Five: Write Program Review Report (Spring semester of Program Review)

The contents of the Program Review Report should reflect the data collection, external report, analysis of data, and action plan. A mix of tables and narrative may work best to report these findings. Be sure to provide a brief narrative of any table used.

The Program Review Report should, at a minimum, include information from the following areas (These are the areas collected and analyzed in Steps Two and Three and used to create an Action Plan in Step Four). You will want to **provide data and analysis in each section based on the Program Review**. Include specific information requested in Steps Two through Four.

1. Cover Sheet
2. Executive Summary
3. Table of Contents
4. List of Figures (as needed)
5. Introduction that provides an overview of the findings
6. Program Mission, Goal, Objectives, and Outcomes
7. Program Design
8. Faculty
9. Students
10. Assessment of Student Learning Outcomes
11. Support Services
12. Administrative Support
13. External Review Report Analysis
14. Major Findings of the Program Review
15. Recommendations
16. Action Plan
17. Appendices (External Review, SUNY Student Learning Outcomes, Assessment Rubric, etc. see Coordinator of Assessment for forms)

Step Six: Submit Program Review Report (Spring semester of Program Review)

The order of submission process follows a pathway to ensure that there is an understanding of the Program Review Report material and that all questions are answered in a reasonable order. As the submission process progresses, make revisions as needed.

1. Submit to Program Review Faculty/Staff Committee for comments
2. Submit to Department Chair for review and signature (Contact Coordinator of Assessment for form.)
3. Submit to Program Dean for review and signature (Contact Coordinator of Assessment for form.)
4. Submit to Coordinator of Assessment
 - a. Coordinator submits to Dean of Curriculum and Program Development
 - b. Dean of Curriculum and Program Development submits to Vice President of Academic Services

- c. Vice President of Academic Services submits to College President and SUNY per the requirements of each

The acceptance of the Program Review Report by any of the signatory indicates only that the individuals acknowledge receipt of the document and not approval of the recommendations or action plans.

Step Seven: Establish a Committee to Implement Action Plan (Fall semester after Program Review)

In an effort to begin actively implementing the recommendations from the Program Review Action Plan, the Program faculty will need to take the necessary steps agreed to in the Action Plan as soon as possible in order to begin the process of Closing-the-Loop. Although it is not the sole responsibility of the PAL or the Faculty/Staff Program Review Committee to continue as the major participants in this next step, it is requested that they help others to understand the findings necessary to inform their charge.

PROGRAM REVIEW PROCESS GUIDELINES CHECKLIST

Spring Semester before Program Review (Step One in Process Guidelines)

- PAL
 - € Collect guidelines
 - € Establish Faculty/Staff Committee
- PAL and Faculty/Staff Committee
 - € Establish External Review Committee
 - € Establish Campus Visit date by External Review Committee

Fall Semester of Program Review (Step Two in Process Guidelines)

- PAL and Faculty/Staff Committee
 - € Data Collection and Analysis
 - € Program Mission, Goals, Objectives and Outcomes
 - € Program Design
 - € Faculty
 - € Students
 - € Student Learning Outcomes Assessment
 - € Support Services
 - € Administrative Support

Spring Semester of Program Review (Steps Three through Six in Process Guidelines)

- PAL and Faculty/Staff Committee
 - € Send, prior to External Review Committee campus visit, preliminary Program Review Report (includes information from Step Two : Collect and Analyze Data)to External Review Committee
 - € Conduct campus visit with External Review Committee to discuss preliminary Program Review Report and their recommendations
 - € Review and analyze External Review Committee Report
 - € Present preliminary Program Review Report and External Review Committee Report to Program members for comments and recommendations
 - € Prepare final Program Review Report
 - € Obtain Department Chair's approval of Program Review Report
 - € Obtain Dean's approval of Program Review Report
 - € Submit Program Review Report to Coordinator of Assessment
 - Dean of Curriculum & Program Development, to Vice President of Academic Services, to the College President, and to SUNY per the requirements of each

Fall Semester after Program Review (Step Seven in Process Guidelines)

- € Establish a Committee to Implement Action Plan

Appendix B

Academic Policies-Additional information on the Advanced Standing Credit Proposal

Current Policy

1.2.1

Incoming Transfer Credits (1977)

Monroe Community College, through the Office of Admissions and in consultation with the academic departments, grants advanced standing credit for courses successfully completed.

- (1) Credit is granted for courses completed in a higher institution which is fully accredited by one of the six regional accrediting agencies, (e.g., Middle States Association of Colleges and Secondary Schools) or is a "Recognized Candidate for Accreditation" (the final step before accreditation).
- (2) Credit is granted for courses completed in a higher institution which is neither accredited nor a "Recognized Candidate" for "Accreditation" if credits from that institution are accepted by the reporting institution for that state on the same basis as from a fully accredited college or university.
- (3) Credit is granted for courses completed in an institution listed in AACROA's Report of Credit Given by Educational Institutions with a C rating only after the student has completed 12 hours or more at Monroe Community College with a C (2.0) average or better.
- (4) Students whose cumulative average at a previous college was 2.0 (on 4.0 scale) or higher, may have all their courses considered for transfer credit, provided the course is applicable to the degree program desired at Monroe Community College. Transfer students whose cumulative average at a previous college was below 2.0 may have D grades considered for transfer credit, provided the D is followed by one or more sequential courses in which C's or better are earned.
- (5) Credit hours completed in the service through the United States Armed Forces Institute are normally acceptable up to a maximum of 36 hours.
- (6) Credit is granted for televised Independent Study courses taken through the University of the Air, State University of New York.
- (7) Credit for work completed in Armed Forces Service Schools is granted as recommended by the American Council on Education, subject to departmental approval.
- (8) Advanced standing credit will be reviewed, on an individual basis, for work completed in noncollegiate organizations provided the work is applicable to the degree program desired at Monroe Community College. Credit for noncollegiate sponsored instruction will be based on the recommendation of the American Council on Education and the University of the State of New York as listed in their guide. Credit for noncollegiate instruction will be based on the recommendations of the Associate Vice President for Student Services and the appropriate department chairperson.
- (9) Courses bearing less credit at a previous institution than the course that it parallels at Monroe Community College may only be given elective credit; e.g., Geology 101 taken at another college bearing three credit hours would be transferred to Monroe Community College as a Natural Science Elective, 3 hours.
- (10) Quarter hours of credit will be transferred as two-thirds of one semester hour; e.g., 9-quarter hours equals 6 semester hours.

- (11) Notice of transfer credit granted is given at time of admission and/or upon receipt of a final transcript.

Proposed Policy

(Text added to policy is in bold underline; text deleted from policy is in strikethrough)

1.2.1 ~~Incoming Transfer Credits (1977)~~ Advanced Standing Credits (2008)

Monroe Community College, through the Office of Admissions ~~Academic Services~~ and in consultation with the academic departments, grants advanced standing credit for ~~courses~~ **coursework** successfully completed. **Advanced standing credit is credit granted by Monroe Community College for college-level work completed elsewhere that is accepted towards completion of a degree program at Monroe Community College. Advanced standing credit includes, but is not limited to, transfer credit that is specifically awarded for successful completion of courses at another accredited institution of higher education. All advanced standing credits are transcribed by Monroe Community College as transfer credit. Students will be notified of advanced standing credits received. Advanced standing credit is awarded under the following circumstances.**

- (1) Credit is granted for courses completed ~~in a higher~~ **at another post-secondary** institution which is ~~fully accredited by one of the six regional~~ **is recognized by an accrediting agency recognized by the U.S. Department of Education or Council of Higher Education Accreditation**, (e.g., Middle States Association of Colleges and Secondary Schools, **American Council on Education, etc.**) ~~or is a "Recognized Candidate for Accreditation" (the final step before accreditation).~~
- (2) Credit is granted for courses completed ~~in a higher~~ **at another post-secondary** institution which is ~~neither accredited nor a "Recognized Candidate for Accreditation"~~ **not recognized by an appropriate accrediting agency** if credits from that institution are accepted by the reporting institution for that state on the same basis as from a fully accredited college or university.
- (3) ~~Credit is granted for courses completed in an institution listed in AACROA's Report of Credit Given by Educational Institutions with a C rating only after the student has completed 12 hours or more at Monroe Community College with a C (2.0) average or better. [NO LONGER APPLIES]~~
- (4) Students whose cumulative average at a previous college was 2.0 (on 4.0 scale) or higher, may have all their courses **with grades of D or higher** considered for transfer credit, provided the course is applicable to the degree program desired at Monroe Community College. Transfer students whose cumulative average at a previous college was below 2.0 ~~may~~ **will not** have **courses with D grades** considered for transfer credit, provided the D is followed by one or more sequential courses in which C's or better are earned. **A student may not receive transfer credit for any course with a grade less than C if the equivalent MCC course serves as a prerequisite course for any MCC course requiring a grade of C or better in the prerequisite course.**
- (5) Courses bearing less credit at a previous institution than the course it parallels at Monroe Community College **will only be given the number of credits earned at the previous institution.**
- (6) Quarter hours of credit will be transferred as two-thirds of one semester hour; e.g., 9 quarter hours equals 6 semester hours.
- (7) Credit hours completed in ~~the service through~~ the United States Armed Forces Institute **is granted as recommended by the American Council on Education (ACE) and** are

normally acceptable up to a maximum of 36 hours **accepted up to the number of hours required by the degree program minus the 24 credit hours required at Monroe Community College.**

- (8) ~~Credit is granted for televised Independent Study courses taken through the University of the Air, State University of New York. [NO LONGER APPLIES]~~
- (9) ~~Credit for work completed in Armed Forces Service Schools is granted as recommended by the American Council on Education, subject to departmental approval. [MODIFIED AND MOVED TO 7 ABOVE]~~
- (10) Advanced standing credit will be reviewed on an individual basis ~~for work completed in non-collegiate organizations~~ **for verifiable college-level learning acquired other than at Monroe Community College** provided the work is applicable to the degree program desired at Monroe Community College. Credit for ~~non-collegiate sponsored instruction~~ **college-level learning acquired elsewhere** will be based on the ~~recommendation of the American Council on Education~~ **guidelines established by ACE and the State University of the State of New York as listed in their guide. Amount of credit granted** for non-collegiate instruction will be based on the recommendations of the Associate Vice President for Student Services **Vice President for Academic Services** and the appropriate department chairperson. **Students may incur a fee for certain forms of advanced standing credit. Sources for such advanced standing credit include but are not limited to Advanced Placement courses, department challenge exams and other competency-based exams, national standardized exams such as DANTES and CLEP, ACE pre-evaluated credit programs, and portfolio credit for prior experiential learning.**
- (11) ~~Courses bearing less credit at a previous institution than the course that it parallels at Monroe Community College may only be given elective credit; e.g., Geology 101 taken at another college bearing three credit hours would be transferred to Monroe Community College as a Natural Science Elective, 3 hours. [MODIFIED AND MOVE TO 5 ABOVE]~~
- (12) ~~Quarter hours of credit will be transferred as two-thirds of one semester hour; e.g., 9-quarter hours equals 6 semester hours. [MOVED TO 6 ABOVE]~~
- (13) ~~Notice of transfer credit granted is given at time of admission and/or, upon receipt of a final transcript. [MODIFIED AND MOVE TO INTRO SECTION ABOVE]~~